MANITOBA READING ASSESSMENT 1985

FINAL REPORT

Manitoba Education

MANITOBA READING ASSESSMENT PROGRAM 1985

FINAL REPORT

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CURRICULUM DEVELOPMENT AND IMPLEMENTATION BRANCH

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PREFACE

As its philosophical base, the Manitoba English Language Arts Curriculum (1982) advocates an integrated approach to reading instruction wherein all of the language arts, listening, speaking, and writing, as well as reading, are continually addressed during instruction. This instructional focus is a departure from more traditional curricula that are inclined, for teaching purposes, to separate reading and the reading skills as isolated content or subject areas. Thus, the Manitoba English Language Arts Curriculum (1982) regards reading as an active, developmental process through which mastery of written language occurs, mastery being enhanced through the language skills of listening (to construct meaning) and speaking (to convey meaning).

To reflect the current curriculum, the 1985 Reading Assessment added an innovative component to the traditional reading survey test by including an individual measure of listening-speaking and oral and silent reading performance. Writing was not included as it had been evaluated in a separate assessment in 1982. Since this was a first attempt at such an evaluation on a large scale, the listening-speaking, and oral and silent reading measures became part of a pilot project and were administered to a randomly-selected sample of eighty-eight grade 6 students across Manitoba.

To gain insight into student reading interests and attitudes as well as teaching practices, an additional feature of the 1985 Reading Assessment was the inclusion of both a reading interest inventory and a teacher questionnaire. To compare reading performance across the years, the final feature of the 1985 Assessment was the re-administration of selected items from the 1980 Reading Survey to a representative group of students at each grade level.

This document reports on all aspects of the 1985 Reading Assessment in Manitoba. To provide a context for the assessment, Chapter 1 presents a number of models of the reading process and Chapter 2 describes the relationship among listening, speaking and reading competencies. Chapter 3 outlines the development of the testing measures, while the results of the assessment are presented in Chapter 4. An interpretation of these results is reported in Chapter 5, with recommendations being indicated in the final chapter, Chapter 6.

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CHAPTER 1

THE READING PROCESS

The Manitoba English Language Arts Curriculum (1982) regards reading as an active developmental process, defining reading in the Early Years curriculum as "the reconstruction of a message from print" (Goodman, 1968) and emphasizing that meaning is an essential reading component:

> **Reading is a thinking process; word perception is the starting point, but it is only that. Children need help with word perception and recognition, but even more they need help with the thought processes that are essential to real reading.**
>
> **(Manitoba English Language Arts Curriculum: Early Years, 1982, pp.75-76)**

The view of reading as the construction of meaning similarly underlies the Middle Years section of the curriculum which stresses both reading to learn and reading for enjoyment in stating that...

> **Reading is a communicative process which requires:**
> - **an understanding of language and the visible symbols which represent language in print (decoding skills);**
> - **an understanding of how ideas are organized (thinking skills);**
> - **an understanding of the physical, social and imaginary world (experience)**
>
> **The reader's task is to apply these skills to the printed page so that the writer's ideas will become part of the reader's experience. This must be accomplished at a rate which will allow reading to become an enjoyable activity as well as an efficient learning tool.**
>
> **(Manitoba English Language Arts Curriculum: Middle Years, 1982, p.109)**

The culmination to mature reading is seen at the secondary level as described in the third and final section of the curriculum:

> **...reading is seen as the process of decoding print, and bringing meaning to print. That is, reading is the synthesizing of the following abilities and information.**

> ♦ Decoding: an understanding of language, how it works, and how it is organized. This would include an understanding of the total range of conventions and symbols associated with print.
>
> ♦ Thinking (organizing): an understanding of how the ideas carried by language are organized in order to achieve a stated or implied purpose.
>
> ♦ Prior Learning: a knowledge about the physical, social, and imaginary world (past, present and future) and the relationship of self to that world. This knowledge is constantly being expanded and refined through real (doing) and vicarious (reading, discussing, etc.) experience.
>
> The preceding description of reading as a synthesizing process does not deny that analysis is also an integral part of reading. The reader is constantly analyzing the language, the ideas, the organization of the ideas, and the author's purpose within a context of previous knowledge and the reader's purpose. It does emphasize, however, that the reading act to be complete must result in a synthesizing of the parts into an integrated whole. In addition, the reader must be able to accomplish all this with reasonable fluency and/or efficiency in order that reading may become a usable learning tool as well as an enjoyable experience.
>
> (Manitoba English Language Arts Curriculum: Grades 9-11, 1983, p.155)

As represented in these excerpts, the curriculum makes the point that understanding the graphic representation of speech is only the first step in reading and that recognition of the graphic input is facilitated through both language and meaning. Moreover, the quotations suggest that the author's word influences communication and thought in so many complex ways that reading goes far beyond the conversion of symbols to speech. Reading is an involved process to which readers bring their previous knowledge of the world, including their personal and imaginative experiences, their understanding of how text is organized, and their interests and attitudes, to construct new meaning based upon the dynamic interplay between their own and the author's meaning. Thus...

> **Reading is the process of understanding written language. It begins with a flutter of patterns on the retina and ends (when successful) with a definite idea about the author's intended message. Thus, reading is at once a "perceptual" and a "cognitive" process. It is a process which bridges and blurs these two traditional distinctions. Moreover, a skilled reader must be able to make use of sensory, syntactic, semantic and pragmatic information to accomplish his task. These various sources of information appear to interact in many complex ways during the process of reading.**
>
> **(Rumelhart, 1985, p.573)**

Given this curricular definition of reading as an interactive process, a model of reading can be postulated. On the other hand, as reading differs for different purposes there can be no single static model of reading; each model nevertheless contributes to our understanding of this complex process. As described in the following, reading can be viewed from many different perspectives, being seen as developmental as suggested by the substrata theory, as linking language and perception as proposed by the communications model, as a transaction between linguistic and cognitive processing as intimated by psycholinguistic theory, and as information processing as submitted by computer analogies.

READING MODELS

The Substrata Theory

The substrata theory of reading was formulated by Holmes (1948, 1960, 1965) and became the subject of further investigation by Singer (1964) in an effort to explain the mental processing that occurs in reading. The various predictors of reading power examined at successive levels from elementary to college in order to establish their differential effects on reading performance were: mental ability, linguistic ability (vocabulary, general knowledge, spelling, phonetic association, word discrimination, affixes, and word sense), small-motor ability, eye-movement behaviour, and personality. These factors were correlated with rate or reading speed and comprehension, or power of reading.

Experimental findings which serve as the basis for the model suggest that depending upon purpose and task demands, readers call upon

varying sets of the above factors, or combinations thereof, to facilitate reading. Accordingly, the substrata model posits that as we mature as readers we call upon different knowledge systems or abilites. The reading of a beginner, for example, is often characterized by hesitancy and lack of fluency because of inadequately developed subsystems for decoding a word, determining its meaning and evaluating the veracity of the message. Thus the substrata factor theory not only views reading as problem-solving, with individuals organizing and reorganizing knowledge and ability into different working systems as they attempt to obtain meaning from print, but also reinforces the notion of reading as a developmental process.

A Communications Model

Drawing upon existing research to support his model, Ruddell (1969) was among the first to link language to perception and reading in a major way by delineating three levels of language: a surface level constituted by words and sentences; an interpretation level made up of structural and semantic components; and a deep structure level, through which ideas become assimilated and stored.

Psycholinguistic Models

Further insight into the role of language in the processing of print was provided by Goodman (1970) who defined reading as a "psycholinguistic guessing game". His main postulate is that to assist word recognition, readers make more use of their existing well-developed syntactic and semantic knowledge as cueing systems than the graphic information displayed on the surface of the text. Smith's (1971) description of the linguistic and cognitive processing that occurs in reading adds further insight into psycholinguistic theory. Like Goodman, Smith suggested, that to process text, readers depend more on linguistic information than graphic input. This implies that readers go directly from print to meaning and may sidestep the mediating link of sounding out words letter by letter. What permits this to happen, according to Smith, is the enormous redundancy inherent at all levels of language - within letter features themselves, within letter patterns, and within words, sentences and longer pieces of discourse. It is this linguistic redundancy that provides readers with such a rich resource for creating meaning from text.

More recently, Goodman (1985) has endeavoured to integrate and unify what is known about the reading process in a transactional model of reading. He describes the writing process, indicating that writers construct text through transactions with the developing text and the meaning being expressed, both the text and the writer's way of organizing knowledge undergoing several transformations until the final text is completed. He contends that readers also construct text, the transactions in this case taking place between the information the author is conveying and what the reader already knows, new knowledge becoming assimilated and accommodations in the reader's existing schema being made in the light of the new information. Thus, the transactional model accounts for both generative processes (writing) and receptive processes (reading). But more is implied. Literary events are seen as being akin to speech acts. This permits a holistic view of written language in which reading and writing may be considered in the context of their use and the roles and intentions of the participants. Accordingly, in reading, readers become engaged in a transaction with the text and seek to make sense of it, adjusting to different text types, styles, languages, purposes, and orthographics in the process. Hence learning to read is seen as involving the development of schemata and special strategies to make sense of print. In this respect the transactional model underscores a major premise of the substrata theory and views reading as problem-solving.

Information Processing Models

With the advent of computers, comprehensive information processing models (Gough, 1972; LaBerge & Samuels, 1974) have been developed that attempt to explain the reading process in a sequential, stage by stage fashion from the moment of letter perception to the attainment of meaning.

Gough's information processing model (1972) describes what happens in one split-second of reading, and maintains that reading begins when the eye fixates on the page, making backward and forward sweeps and subsequently forming an iconic image that is held in the visual information store. The reader has to see each letter individually before meaning can be given to any string of letters. Once a string of letters has been recognized as a word, the lexicon, or mental dictionary is consulted.

More recently in response to criticism of his model, Gough (1985) rejected the idea that one goes straight from print to meaning in processing text. He also rejected the idea that each printed word is recoded into phonological form, going from print to meaning by way of speech. He contends that the reader maps print not onto speech but directly onto a string of systematic phonemes or abstract representations of speech that are comparable.

Once meaning has been assigned to a word, Gough hypothesizes that the strings of words in the sentence are then processed serially from left to right, allowing the reader to understand one word at a time. "When the first (lexical) entry is located, its contents are accepted as the reading of the word until it proves incompatible with subsequent data" (Gough, 1985, p.668). These accepted lexical entries then become stored in the primary memory. Along with lexical entries, the primary or short-term memory stores phonological, syntactic and semantic information which assist the comprehension of lexical items. Once the content of primary memory is understood, ideas are cleared and deposited in secondary memory for storage. New items continue to enter the primary memory which Gough suggests is the storage system for the comprehension device. This device, called "Merlin", somehow extracts the deep structure of the word string before the semantic content moves to secondary storage or long-term memory.

In defending his theory of text processing, Gough insists that we are misinterpreting his model if we think it implies that we always read words letter by letter. Accomplished readers have direct access to high frequency words, for example, and they may also use linguistic knowledge to reconstruct meaning. Gough contends, however, that the strength of his model lies in its ability to explain how skilled readers recognize words that are contextually unpredictable: such words can only be identified by using visual information. He therefore defends his model as comprehensive enough to account for the accurate decoding that takes place in reading.

A second information processing model is that of LaBerge and Samuels (1974). Since its first publication, the LaBerge-Samuels model has undergone several modifications. In its initial formulation, reading was seen to progress in serial fashion using information from visual, phonological, semantic and episodic memory systems in turn. In the updated

model (Samuels, 1977) feedback loops have been added to interconnect the systems, thus allowing the end product of meaning and comprehension to influence what occurs earlier in the decoding sequence.

The role ascribed to attention as it relates to processing is what makes the LaBerge-Samuels model unique. The human mind is a limited capacity processor, but while our attentional capacity is limited, it is still possible to process many things, as long as only one requires attention. This capacity to process many things at once without attending is termed "automaticity". To illustrate, the ball handling of a basketball player may appear on the surface to be automatic but nevertheless involves many skills, including dribbling, passing, and catching abilities that have become integrated. Similarly, without practice we may be awkward performing a new dance step or, until we become competent, need to translate a foreign language text phrase by phrase. Applied to reading, the model suggests that good comprehenders are skilled because they are automatic at word recognition and are thus able to free attention to combine and remember the author's ideas.

Viewed in developmental terms, the model contends that the attention of the beginning reader is constantly switching from decoding to comprehension, there not being enough attention available to carry out both processes at the same time. For readers just beginning to recognize words, alternating attention is not only time consuming, but places a heavy demand on the short-term memory and interferes with recall. In contrast, skilled readers decode with little or no attention to the surface features of the text. They have reached a level of automaticity and are able to decode and comprehend at the same time. For skilled readers, there is therefore no fixed pathway that must be followed in order to process text.

An Interactive Model

While each of the reading models outlined in the foregoing discussion adds to our conceptualization of the reading process, Rumelhart's interactive model (1977) adds still another dimension to our understanding of the reading process. The Rummelhart model acknowledges the work of Goodman (1970) and Smith (1971) and their psycholinguistic view of reading in that it provides for the influence of meaning or semantics,

and syntax or grammatical sense on word perception. Rummelhart reviews a number of studies which confirm that higher level processing, including knowledge of words or lexical knowledge, has an effect on visual coding. Subjects remember more letters when a word is presented, for example, than when a string of unrelated words is presented (Huey, 1908, 1968). A letter is recognized more accurately when it is part of a word than when it is embedded in a set of unrelated letters (Reicher, 1969), just as more letters are remembered when they occur in a word such as alligator than in a meaningless letter string such as rllaagtio. Moreover, words are recognized more quickly when presented in meaningful pairs. The time required to identify the word bread was quicker when it occurred together with butter than when it occurred with doctor, whereas the word doctor was identified more quickly in association with the word nurse than in association with the word butter. (Meyer & Schvaneveldt, 1971; Meyer, Schvaneveldt & Ruddy, 1975). Speed of word recognition is also comparatively faster when increased amounts of a sentence are exposed prior to the presentation of the target work than if the target word is presented in isolation (Tulving & Gold, 1963). Thus laboratory studies confirm that semantic knowledge or meaning, and lexical knowledge or knowledge of words facilitate word identification.

Similarly, analysis of oral-reading errors which shows that substituted words tend to be the same part of speech as the actual word in the text (Kolers, 1970; Stevens & Rumelhart, 1975; Weber, 1970) suggests that there is also a syntactic influence on word perception.

Rummelhart's model goes beyond supporting the importance of semantic, syntactic and lexical knowledge on word identification, however, by incorporating essential components of the Gough (1972) and La Berge-Samuels (1974) reading models. Rummelhart contends that letter-level and letter-cluster or orthographic knowledge also play a role in word recognition. Letter strings are perceived as intact even when one letter is deleted or replaced by another letter or letters (Pillsbury, 1897). Further, letters are more accurately recognized when they are embedded in orthographically regular strings than orthographically irregular strings, implying that letter perception depends in part upon the surrounding letters and that letters may often be perceived in clusters (McClelland & Johnston, 1977).

In addition, skilled readers are able to recognize pseudo words in isolation quickly and easily (Perfetti & Hogaboam, 1975). Accordingly, research confirms that orthographic knowledge is also related to perception and that visual information appearing at surface levels is also critical to word identification. While the Gough and La Berge-Samuels models suggest that information processing begins with distinguishing among letters and their features (although in 1977 Samuels provided for the influence of meaning by adding a feedback loop to his earlier model), Rumelhart theorizes that all knowledge systems (semantic, syntactic, lexical and orthographic) interact simultaneously to help readers unlock the visual code and obtain meaning from print.

Using a computer analogy to develop his reading model, Rumelhart explains how readers use syntactic, semantic, lexical, and orthographic information as a knowledge base that feeds into a kind of message board. Information is held in temporary storage as it is furnished by each knowledge source and a running list of hypotheses about words and their meaning is formulated. In turn, each knowledge source scans the message board for relevant hypotheses regarding the identification of upcoming words. As hypotheses are generated, each knowledge source evaluates each hypothesis in the light of its own specialized knowledge, confirming or rejecting the hypothesis and suggesting alternate choices to the message centre. Consequently, the Rumelhart model implies that higher-level semantic, syntactic and lexical information plus lower-level orthographic information combine to influence reading performance, thereby accounting not only for skilled readers who on most occasions simultaneously decode and comprehend yet when encountering rarely-used or unfamiliar words play close attention to the surface features of text, but also for some beginning readers who may find it necessary to recode visual information into phonological units to derive meaning, seeming at first to over-rely on orthographic information to decipher the text. In contrast to the other models discussed which suggest that reading proceeds in either a top-down (Goodman, Smith) or a bottom-up fashion (Gough, La Berge-Samuels) therefore, the Rumelhart model of reading provides for all knowledge systems to interact in the processing of text. Our understanding of the reading process, especially the difficulties encountered by many less-skilled readers, is further advanced nonetheless by the notion of compensatory processing (Stanovich, 1980).

Compensatory Processing Model

Stanovich combined the notion of an interactive model of reading with the idea of compensatory processing suggesting that a deficit in any particular knowledge source results in greater reliance on alternate knowledge sources. The Stanovich model is referred to as an Interactive-Compensatory model. To identify upcoming words, for example, a poor decoder might use higher-level, meaning sources such as knowledge of the text topic to aid word recognition, while a good decoder, not having a great deal of knowledge about the text, could rely on the graphic information on the page to figure out the words.

Hence Stanovich suggests that poor readers are over-dependent on context for word identification. According to Stanovich, this over-dependence on semantic knowledge sources interferes with comprehension as all of the processing space is consumed in the act of decoding. Less skilled readers may lack competence because of insufficient reading experience that would help them internalize the redundancy inherent in the letter patterns, preventing the development of a rich orthographic data base. Thus both the Stanovich and the LaBerge-Samuels reading models, as well as ideas advanced by Smith, contribute to our understanding of the relationship between word recognition and comprehension.

Comprehension Processing

Kintsch and van Dijk (1978) have proposed a model that focuses directly on comprehension processing. Assuming word identification difficulties do not interfere, readers relate microstructures (ideas at the sentence level) to macrostructures (ideas at the paragraph level) to construct meaning. Text is processed in cycles with readers selecting the most important ideas or propositions and integrating them with previously-stored information to form a gist or summary of the text. Upcoming propositions are accepted or rejected depending upon their relevancy. This reader-formed macrostructure becomes modified in turn as new information is evaluated, condensed, and assimilated; thus readers construct their own meaning from text.

CONCLUSION

The strength of reading models lies in their explanatory power. Each model provides us with a different view of the reading process (with some ideas that are overlapping) while clarifying misconceptions and offering fresh insight. Learning to read is a continuous process that undergoes constant refinement. With increased opportunities to read for different purposes, more efficient and fluent reading develops. With greater proficiency and practice, an ever-broadening knowledge base develops, accompanied, in turn, by ever-increasing automaticity and expanding experiential background.

But reading does not stand by itself. As implied by the models, reading competency is dependant upon such linguistic abilities as listening and speaking. These inter-relationships are reviewed in Chapter 2.

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CHAPTER 2

LISTENING, SPEAKING AND READING: AN INTEGRATION

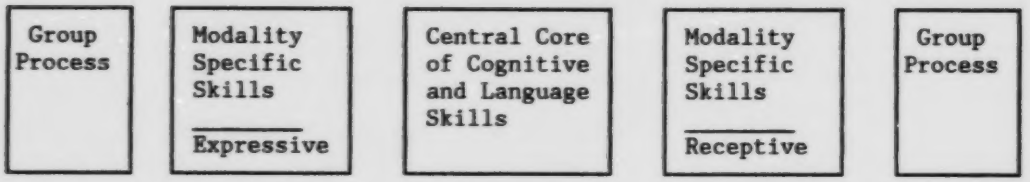
The Manitoba English Language Arts Curriculum (1982) recommends an integrated approach to the teaching of listening, speaking, reading, and writing.

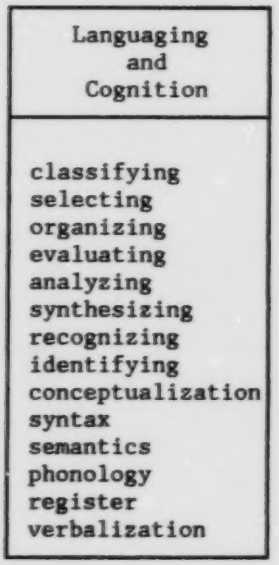
> **The concept of "language arts" is, in fact, an integrating influence in that it recognizes that blocking such "subjects" as spelling, composition, reading, and handwriting, means more flexibility for the teacher. It also demands teaching skills in deciding how to diagnose and apportion time within the language arts.**
>
> **(English Language Arts Curriculum: Middle Years, 1982, p.3)**

The curriculum takes the position that there is an inter-relationship between cognition and language through the processes of both expression (speaking and writing), and reception (reading and listening). Such a relationship is evident during classroom activities such as discussions, business meetings, note-taking, and reading to others in which thought and language are combined; the two skills being extended and developed through the reception and expression of ideas as students engage in either listening, speaking, reading, or writing:

> **...the teaching focus [is] on these central cognitive and language processes which are accessed through the four modes of listening, speaking, reading, and writing. The focus is implicit in the procedure of integration. For example, finding the "main idea" involves the basic cognitive processes of analysis, recognition (if directly stated), or synthesis, and the languaging skills of decoding, recording, integration, or verbalization. Naturally, this could occur through listening or reading, and consequently, both general and modality specific processes are involved.**
>
> **(English Language Arts Curriculum: Middle Years, 1982, p.3)**

This integration of the language arts is illustrated in the following diagram which indicates: 1) the central core of cognitive and languaging skills; 2) the associations between group processes and reception and expression; as well as 3) the relationships among language and cognition and speaking, writing, reading, and listening.





Inter-relationship of cognitive, language, modality specific and group processes.

English Language Arts Curriculum: Middle Years, 1982, p.4.

This model became the focal point in developing measures to evaluate the 1985 reading-language arts curriculum. The question to be addressed was: Can listening, speaking, reading, and writing skills as integral aspects of a language arts curriculum be adequately and practically evaluated on a province-wide basis? Writing was evaluated separately in 1982. Evaluation of this type with attention concentrated on assessing listening and speaking, as well as reading, was new to the province, however. Consequently, it was decided that in addition to a conventional reading survey, a second test consisting of four distinct yet complementary components of listening, speaking, and oral and silent reading would be administered. Two overriding concerns were: first, that the test items reflect the intent of the curriculum, and second, that the tests be practical and feasible for classroom use. Because of the nature of the components, the test would have to be individually administered. Further, since such a test was a new development in Manitoba, it was decided that the test itself must be considered a pilot project and this new approach to province-wide assessment should take the form of a field test to be administered to a representative group of grade 6 students.

A basic assumption underlying the construction of test items pertained to the importance of oral language as the first and most significant medium through which we learn. The extension of language skill occurs as the learner meets, engages and interacts with others in a variety of contexts, intellectually, socially and emotionally, growth in language paralleling growth in experience. In creating the test, therefore, current theory and research were examined regarding the inter-relationships among listening and reading; listening and speaking; and speaking and reading.

Listening and Reading

A number of studies have documented the value of language-filled experiences in which listening affects the development of verbal fluency. Gordon (1982) and Cochran-Smith (1983) found that reading to children and showing pictures while reading the corresponding captions influences sensitivity to language. In turn, such knowledge facilitates early reading acquisition (Sticht & James, 1984). Thus the more diverse the situations youngsters experience, the more competent they ultimately become, both as communicators and as readers (Ringler & Weber, 1982).

As individuals mature, linguistic awareness grows for: the sounds of language and their patterns (phonology); word forms and their inflections (morphology); grammatically-correct word order (syntax); and various types of discourse structures, such as narration, poetry and exposition. The most fundamental linguistic principle that preschoolers acquire is that ideas are represented by words. In learning to read, pupils transfer this knowledge to the printed page, permitting reading to become an experience in itself with concomitant growth in language.

The foundation for this growth in listening and reading begins when youngsters encounter written language in their preschool years. As they listen to stories read or told, they are reaffirming, modifying and updating their theory of the world, including their knowledge of language (Brown,1977). With the onset of reading, they capitalize on this background knowledge, particularly on what they have learned about language (Page & Pinnell, 1979). Sticht and James (1984) suggested that beginning readers apply their knowledge of oral language (phonology, morphology, syntax) to develop such functional skills as word identification and word analysis. With maturity and reading experience, readers are able to draw interactively on their knowledge that oral and written language share the same vocabulary and rules for forming sentences.

Further support for the reciprocal relationship between listening and reading is found in studies dealing with remedial readers. Boodt (1984) found that poor readers often had poorly developed listening skills and that training in critical listening led to enhanced reading comprehension. Cohen (1968) found that reading to educationally impoverished children overcame their lack of experience and increased learning and knowledge of verbal concepts.

There is also reciprocal learning when reading orally. In spoken messages, meaning is conveyed by such extra-linguistic factors as facial expressions, intonation, stress, and gestures. In contrast, written language is devoid of such facilitative features. Reading orally to children is therefore a purposeful activity in that it bridges the connection between spoken and written language. Oral reading is especially effective and meaningful when applied to those media meant to be heard orally, including poetry, drama and reporting (Froese, 1981). By the middle years, readers show an increase in comprehension when reading and listening are combined; there is a correlation between reading in thought units and level of understanding in reading, as evidenced in reading Shakespeare, for example.

Thus as the grade levels increase, so do the demands the materials make on the reader (Mason, 1984b). Comprehension depends upon the reader's ability to interrelate previously acquired knowledge with textual information. As readers progress through the text, they form tentative hypotheses about its meaning. These initial hypotheses are either accepted, rejected or modified as readers interpret and evaluate the content (Mason, 1984a). In keeping with this constructive view of the reading comprehension process, studies with intermediate level students by Lesgold (1974) and Guthrie and Tyler (1976), showed that when students listened to complete text, better comprehension and memory resulted.

Sticht and James (1984) summarize what takes place in the transfer of oracy to literacy. When youngsters learn to read they become capable of transferring meaning from heard words to printed or written words. Given an appropriate background for the information in the text and a well-developed grammatical sense, competent readers are able to bypass the listening mode and the recoding of words into phonological form and proceed directly from print to meaning as they process text. Thus literacy becomes a natural extension of language.

Listening and Speaking

The major motivation for speaking is to communicate one's ideas and needs. At an early stage of language acquisition, imitation of external modeling leads to an implicit and unconscious lexical awareness wherein combining and recombining words into meaningful utterances is practised and refined (Ehri, 1975; Holden & MacGinitie, 1972). Just as children pick up meaning-bearing words, often in routine situations such as eating, bathing and dressing when adult utterances occur at predictable points, children learn the rules for combining words into sentences by listening and attempting to construct meaning from what they hear. No one sets out formally to teach them the grammatical rules. Rather children learn to speak in a syntactically appropriate manner by trying to convey meaning and be understood (Clay, 1979). Children who realize spontaneously that the agent or initiator of the action is stated before the action, as for example when they combine "boy fall", "fall down hurt", and "boy fall down hurt", have achieved a significant milestone in communicating; they can go beyond words

to expressing the relationship between and among them (De Villiers & De Villiers, 1978). Albeit inaccurately at first, children frequently combine function words with adjacent meaning-bearing words, incorporating rhythmic patterns into sentences. Thus young children are unaware of word boundaries in speaking. Holden and MacGinitie (1972), on the other hand, found that children accurately isolate those words which carry greater lexical meaning.

Purposes for speaking expand with maturity and reflect increased environmental needs. In addition to conveying information, the speaker's purpose may be as subtle as to influence, persuade or mislead. In turn, speakers sense the audience's reaction and make corresponding adjustments in communication. Since oral language is not perceived as being permanent, utterances are open to revision and elaboration. Accordingly, the interplay between speaking and listening is dynamic and interdependent.

These dynamic and interdependent qualities are never ending, based on such common elements as experiential background, attention, motivation, opportunity to use language and the language environment. Moreover, as one matures, one deals with increasingly complex problems that demand critical appraisal of both thought and expression. Therefore, with increased opportunities to speak and to listen, the stage is set for creative and critical responses not only in listening and speaking, but also in reading and writing.

Speaking and Reading

From birth, a child learns to communicate internal desires and needs through both verbal and nonverbal means (Phillips, Butt & Metzger, 1974). As physical development occurs, vocalizations begin to adopt the shapes and sounds recognizable as the spoken language of the child's culture (Duffy, Sherman & Roehler, 1977). With the onset of oral language (including mastery of such prosodic cues as stress, intonation and phrasing), communication is made easier and more effective. Interaction with the environment leads to the development of what Heilman, Blair and Rupley (1981) classify as the three functions of language: social as a means of sharing and cooperating, emotional to indicate feelings and aspirations, and intellectual for the exchange of ideas.

To the untrained eye, a child entering school may appear to have attained a competent communication level, but further developments must occur. These are realized through exposure to a variety of linguistic experiences (Lunzer, 1979; Menyuk, 1984). In turn, with the onset of reading, awareness of the linguistic elements of language becomes vital (Fox & Routh, 1976; Goldstein, 1976). As a result of interacting with print, beginners come to realize that sentences are comprised of word units, and that letters pattern predictably to form clusters that combine into words. Ultimately, spelling ability is based on knowledge of this orthographic representational system (Ehri, 1976).

These ideas regarding the development of word awareness in printed text are supplemented by those of Liberman and Shankweiler (1979) who describe the development of awareness of within word features, indicating that there are three facets to the dependency of reading on speech: a linguistic awareness of phonemic segmentation, phonetic coding in short-term memory; and phonetic patterning of reading errors. According to these authors, the child's task in learning to read is one of linking the signs of print with speech through an awareness of phonemes. As discussed by Liberman et al. (1974), this ability appears to be developmental. In testing four to six year-old children, for example, they found that at four years of age no child could segment by phonemes, whereas by age five, 20 percent could segment. This increased to 70 percent by age six. At ages four and five, 50 percent of the children in the study were capable of syllabic segmentation, increasing to 90 percent by age six. Further, once the child had learned to segment spoken syllables into phonemic components, written tasks could be completed with more facility.

These findings correspond to those of Fox and Routh (1976) who concluded that the ability to segment syllables into sound is a good predictor of subsequent success in decoding unknown written words. In turn this consensus complements the views of Mackinnon and Waller (1981) who suggested that teaching beginning reading should proceed through a two-track system of instruction: student's daily reading of materials that are at the instructional level allowing the reader to build fluency, and regular teacher presentation of conceptually more difficult material to build language and knowledge structures. Moreover, once meaning is constructed, pronunciation follows (Goodman, 1965; Smith, 1975). Thus the more experiences and exposure to print, the greater the child's awareness of language structures.

Based on this survey of related literature and research, and in keeping with the curriculum philosophy of integration, a test was constructed that included activities to evaluate certain aspects of listening, speaking, and oral and silent reading. Since listening and speaking go hand-in-hand, these two skills were examined together in one component of the test, with the second component focusing on silent and oral reading. Due to the innovative nature of such an assessment in the Province of Manitoba, test activities were kept to a minimum in regard to content. The test was geared arbitrarily to the sixth grade level. Listening and speaking tasks, as well as passages on the reading test, incorporated materials that were appropriate to this age group in terms of both interest and difficulty. Further, since an important objective in developing the test was curricular relevance, scoring was in global terms so that teachers might easily replicate the evaluation in their own classrooms.

COMPOSITION OF THE LISTENING, SPEAKING AND ORAL AND SILENT READING TEST

Listening and Speaking

Four activities were constructed in which the input constituted the listening task, and telling about that same experience constituted the speaking task. The reciprocal listening-speaking activities included: listening to directions on how to play a game and explaining that game to a friend; listening to and retelling a story; listening critically to two radio commercials; and listening to and retelling what was learned from a news item. These tasks are elaborated on in the ensuing discussion.

Game Activity

Listening to directions - 3 minute audio-tape. The directions to a variation of a "spill and spell" game called Play on Wordz, (Milton Bradley, 1984) were audio-taped. The student's task was to listen to directions on how to play and score the game and subsequently to explain the game to a friend or learning partner who had been waiting outside.

Once the tape had been played, the friend in the friendship pair was called in and told how to play by the subject-listener. The two were then encouraged to begin the game in order to prompt recall of additional

information necessary to play the game successfully. The complete activity was tape-recorded for later use in evaluating the subject's speaking ability.

Speaking. The speaking component of the task (explaining how to play the game to a friend) was evaluated by the test administrator at the time of the activity. A three-point scoring scale (superior, adequate, inadequate) relating to each of the three following dimensions of speaking was developed: 1) content recalled, 2) organization, and 3) language (vocabulary and sentence structure). The scoring system was adapted from the Massachusetts (1980) Speaking Assessment.

Story Activity

Listening to a story - 13 minute audio-tape. An adapted version of the Talking Cat by Natalie Savage Carlsen was taped by a CBC broadcaster. The subject-listener was given some motivating statements to establish background and interest and then told that he/she would be obliged to retell the story to his/her friend, who was again waiting outside the room.

Once the retelling was completed, the friend was asked to leave so that a second measure of listening comprehension, answers to a cued recall-task, could be obtained. Specific questions were designed to assess the subject's literal, interpretive, evaluative, and appreciative listening comprehension ability. Accordingly, there were two facets to the listening comprehension task: both uncued and cued recall.

Speaking. As in the case of the game activity, the subject's audio-taped retelling of the story was evaluated by applying the same three-point scale (superior, adequate, inadequate). In this instance four aspects of speaking were measured: content, organization, language, and delivery (COLD) adapted from the Massachusetts Speaking Assessment (1980).

Critical Listening Activity

Listening to commercials - 2 minute audio-tape. Two commercials, each of one minute duration, were chosen to measure critical listening ability. After each commercial was played, a series of questions was asked to elicit awareness of the various persuasive techniques used within the commercials.

Speaking. Since the answers to the questions could be very brief, speaking was not assessed in this activity.

Information Task

Listening to information material - 2 minute audio-tape. A news item reporting on a dog-sled trip across Canada was played and the subject-listener was asked to retell the information to his/her friend. After the friend had listened to the retelling and been excused from the room, specific questions were asked that reflected the same listening skills as taped in the story-listening task.

Speaking. The retelling of the news item was the third task used to measure speaking performance. As previously mentioned, the COLD instrument adapted from the Massachusetts Speaking Assessment (1980) was applied to establish a score for speaking.

Oral and Silent Reading Activities

After a break, oral and silent reading performances were assessed. Patterned after a conventional Informal Reading Inventory (IRI), the purposes of the activity were to determine the student's instructional level, patterns of word recognition and analysis, capacity to recall without prompting, and ability to respond to questioning at literal, interpretive, evaluative and appreciative comprehension levels. A unique feature of the questioning was the avoidance of repeating those questions that had been answered in the subject-reader's retelling.

CONCLUSION

A major concern regarding large-scale assessments is that what is on the test often mandates curriculum. As a result, instruction becomes narrowed to these areas. With this in mind, the objective for the 1985 Manitoba Reading Assessment was to build an instructional model into the evaluation. Accordingly, the test does not pretend to be unique or all-encompassing. Rather, it reflects a beginning in suggesting the kinds of activities that classroom teachers might engage in to evaluate the listening, speaking, and oral and silent reading performance of their students. The instrument is also clinical in the sense that teachers can use the test items to assess student strengths and weaknesses and more closely tailor instruction to meet individual needs.

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CHAPTER 3

DEVELOPING THE TEST

In addition to addressing the evaluation of listening and speaking performance, the Manitoba Reading Assessment was concerned with assessing all skills commonly identified with reading: decoding, vocabulary, comprehension and study skills in the context of cognitive and affective development. A brief look at the main goals of the curriculum at each level demonstrates this developmental characteristic.

Early Years

Pupils should show growth:

- **in the ability and desire to read for a variety of purposes**
- **in the development of thought processes necessary for decoding, interpreting and comprehending written language**
- **in the ability and desire to use reading as a tool for thinking, for problem solving and for personal growth**

(Manitoba English Language Arts Curriculum: Early Years, 1982, p.76)

Specific guides are provided for the development of comprehension skills, vocabulary, word perception skills, and oral reading (pp. 82-89).

Middle Years

The major instructional goal of the reading program is to get the students reading, and to keep them reading as wide a range of material (literature) as possible.

(Manitoba English Language Arts Curriculum: Middle Years, 1982, p.109)

The specific objectives deal with vocabulary, word attack, comprehension and reading studying for each grade-age level ranging from grade 5 - age 10+ to grade 8 - age 13+.

(Manitoba English Language Arts Curriculum: Middle Years: 1982, pp.173-184)

Secondary

General Goals in Reading

Activities and experiences in reading should help students to:

- consolidate and extend the skills of previous grades, particularly decoding skills and thinking skills (organizing and processing) by placing particular emphasis on the integration of these skills.

- recognize a variety of specific ways in which ideas are organized for specific purposes (fiction and non-fiction materials) and develop the understanding of the relationship between organization and purpose.

- develop the habit of establishing a purpose for reading and of searching for the writer's purpose.

- consolidate and extend their knowledge base through extensive, varied reading and through sharing (listening, talking, oral reading, writing) reading experiences.

- use their prior knowledge as a framework within which meaningful, thoughtful reading can occur.

- develop the skills of critical or evaluative reading.

- extend reading rate(s) beyond mere fluency toward efficiency.

- extend their ability and desire to use reading as a tool for learning as well as a source of pleasure.

(Manitoba English Language Arts Curriculum: Grades 9-11, 1982, p.156)

Specific goals related to an understanding of topics and material and the organization of content, plus interpretation, evaluation and reading efficiency (pp. 157-158) follow.

These curriculum goals became the basis upon which the reading assessment of grades 3, 6, 9, and 12 took place in Manitoba in 1985. The remainder of this chapter describes the assessment in terms of instrument development and pilot-testing.

A number of developmental stages or phases were undertaken to arrive at a final set of tests. The purpose of the multi-stage development was to ensure that the tests reflected both The Manitoba English Language Arts Curriculum (1982) and the perceptions not only of curriculum specialists and language arts consultants, but also of classroom teachers.

Phase I - Examining the Curriculum

The purpose of the first phase was to ensure that the test reflected accurately and comprehensively the goals and objectives found in The Manitoba English Language Arts Curriculum (1982). Thus all the reading objectives were identified and listed by the assessment contractors for each of the three sub-sections of the curriculum: The Early Years; The Middle Years; and Secondary (Grades 9-11). In addition, a list of the listening and speaking objectives from the Middle Years curriculum was compiled.

Each separate list, one for each of the grades 3, 6, 9, and 12, was then systematically reduced to those objectives which could be measured in behavioural terms.

Phase II - Conferring with Curriculum Specialist-Language Arts Consultants

To reflect the intent of the curriculum and ensure classroom application, the lists of measurable objectives were further refined and edited upon the advice of the consultants. The list of measurable objectives for an individually administered assessment of listening, speaking and reading at the grade 6 level was also examined, revised and/or edited. (Refer back to Chapter 2.)

A major discussion point at these meetings focused on the difficulty of measuring word Danolys's skills (phonics, structural analysis, the use of context) through the administration of a group pencil and paper test. A consensus was reached to omit items from the 1985 Reading Assessment that purport to assess decoding skills because such skills cannot be validly examined through a multiple-choice group test. This view is consistent with the Curtis and Glaser (1983) review of reading assessment practices.

In the light of the close relationship between reading performance and reading interests and attitudes, it was also decided that a reading interest questionnaire and a teacher survey be developed for each of the four grades under examination. The two questionnaires were to be included as a component of the reading survey.

Phase III - Reviewing and Editing of the Goals and Objectives with the Technical Advisory Committee (TAC)

One all-day session with individual grade level committees of the TAC was devoted to screening the list of goals in terms of congruency with teacher perceptions, and scrutinizing the list of objectives in terms of adequacy, comprehensiveness and classroom testing feasibility across Manitoba schools. The list of listening-speaking objectives was also reviewed by the grade 6 TAC.

The goals and objectives were then revised and edited along with a set of key questions for discussion regarding a reading interest and attitude questionnaire.

Phase IV - Conferring with Teachers and Administrators Across Manitoba

To ensure that the goals and objectives were realistic for all students across Manitoba, teachers and administrators appointed by their respective school divisions met in regions representative of parts of the province: Thompson, Dauphin, Brandon, and two different areas of Winnipeg.

Participants were divided into four sections representative of the four grade levels, 3, 6, 9, or 12, and met in small groups to analyze the respective goals and objectives from the point of view of the most appropriate: 1) type of text or general reading material to be used; 2) test activities, actual reading passages, or type of questions that would be most suitable; and 3) time allotments to ensure adequate measurement of reading performance while complying at the same time with existing class periods and school schedules.

Also discussed was the advisability of including in the survey a questionnaire to elicit reading attitudes and interests at each particular grade level; and an individual component in the form of a listening, speaking, and reading test to be administered to a smaller sample of grade 6 students.

Results of the discussion that took place at these meetings were documented and summarized by the two contractors and shared at a December meeting of the TAC as a whole. Based on this discussion, test guidelines were then created.

Consensus was reached on the following:

1. The survey would not test word identification skills.
2. Reading comprehension items developed at each level would fall into five major areas: meaning vocabulary, literal, interpretive reading comprehension, critical (reflective reading comprehension, and the study skills.
3. Longer segments of text would be included.
4. Test items would consist of both multiple-choice, objective-type questions as well as open-ended questions requiring a written response to reflect better the intent of the curriculum.
5. Both a reading interest survey and a teacher questionnaire would be administered at each level.
6. For comparison purposes, selected items at each grade level from the 1980 Reading Assessment, a multiple-choice test, would be re-administered in 1985.

Phase V - Editing the Testing Instruments

The actual test instruments were presented to each TAC which then selected those reading passages and measurement activities that were most appropriate for the particular grade level.

Phase VI - Pilot-Testing

There were two aspects to the pilot-testing, the first being related to the large-scale assessment of reading, and the second to the pilot-testing of the individually-administered listening, speaking, and oral and silent reading test.

Selected schools that were representative of the Manitoba school population, but that would not participate in the actual testing, were used to evaluate the questions on the paper and pencil test. Actual student scores plus teachers' subjective impressions of the test were obtained. These results were subsequently forwarded to the Assessment Section of Manitoba Education for analysis.

The second aspect was related to the pilot-testing of the individually-administered listening-speaking-reading instrument (see Chapter 2). This was field-tested by the contractors using three sets of

students in a suburban school that was not part of the provincial sample. After pilot-testing, the individually-administered listening-speaking tasks were further modified and refined.

Phase VII - Revision of the Test By the Technical Advisory Committee

Once the scores from the pilot-testing were available, the TAC was asked to revise the test further. Since both the students' and teachers' holistic impression of the test was positive, attention focused on the questions. These were carefully examined to insure a range of difficulty from questions that would challenge the better readers to those which practically all of the students would be able to answer.

Phase VIII - Sampling and Administration of the Tests

All tests, including the individually administered listening-speaking-reading instrument at the grade 6 level, were administered in May, 1985. For the reading survey, a ten percent systematic random sample of all grade 3, 6, 9, and 12 classrooms in the province was used. To obtain subjects for the individually-administered test at the grade 6 level, the sample was drawn from a ten percent random selection of schools in the province. Subjects in this small sample were the same students who had previously been randomly drawn as participants in the reading survey. For the comparison testing, another sample of students consisting of a stratified cluster sample was drawn by dividing the schools in the province into five strata according to community make-up. These were: 1) urban, 2) large rural communities more urban than rural in nature, 3) small rural centres, 4) northern and remote schools, and 5) grades 3, 6, and 9 Hutterite schools. Students in this sample completed portions of the 1980 Manitoba Reading Assessment tests, a multiple-choice assessment instrument. The purpose of re-administering portions of the 1980 assessment was to compare student performance in 1985 with the performance of students in 1980. The questions included in this shortened version of the 1980 assessment were selected as being the most appropriate by the TAC for each respective grade level.

Reference

Curtis, M. E., & Glaser, R. (1983). Reading theory and the assessment of reading achievement. Journal of Educational Measurement, 20, pp.133-147.

CHAPTER 4

RESULTS

This chapter summarizes the results of the 1985 Reading Assessment: the grade 3, 6, 9, and 12 reading and cloze test data and data from the reading interest surveys; the teacher questionnaires; selected items from the 1980 assessment comparing the reading achievement of Manitoba students in 1980 and 1985; and performance on the individually-administered listening, speaking, and oral and silent reading pilot-study at the grade 6 level.

READING ASSESSMENT RESULTS

Reading Test Data

Test items that assessed reading performance on the 1985 Reading Assessment were classified as measuring students' reading comprehension performance in the following areas: meaning vocabulary; literal; interpretive; plus critical-reflective thinking; and selected aspects of the study skills. Results were derived from two types of scoring. That is, responses elicited through a multiple-choice format were machine-scored, while open-ended responses were hand-scored by members of the respective Technical Advisory Committees using scoring guides that suggested acceptable answers.

A second measure of reading comprehension performance at each respective grade level was obtained by administering cloze passages. To maintain absolute consistency in scoring, the scoring system employed exact-word replacement only.

For details related to item by item results, readers are advised to consult the four grade-level Preliminary Reports. Compiled by grade levels, the separate preliminary reports contain the actual reading selections in a format similar to that used in the student test booklets, together with detailed item by item and cloze test results. The item by item preliminary reports present the proportion of students in the total sample who responded to each item. Thus, as indicated in the accompanying illustration, the preliminary reports show that the correct response is the starred item which was answered correctly by 16.5 percent of the students

in the sample. In this instance, 61.8 percent of the students chose the alternate response beauty, while 8.7 percent chose foolishness, and 11.1 percent selfishness. No response (NR) indicates that 1.8 percent of the students in the sample did not respond at all to this particular item.

Illustration

In the sentence stating that "they had been afflicted with the vanity of city girls", the word vanity means	
16.5%	* A. pride.
61.8%	B. beauty.
8.7%	C. foolishness.
11.1%	D. selfishness.
1.8%	E. No response (NR)

While readers may wish to consult the preliminary reports for information of this type, this final report addresses general results only. These are presented in the remainder of the chapter according to each of the four grade-levels assessed.

Grade Three

Reading Comprehension and Cloze Test Performance

Summary tables indicating the results for each skill area (meaning vocabulary, literal, interpretive, critical-reflective reading, and study skills performance) as well as for the two cloze passages are presented in the accompanying tables that report means, standard deviations and frequency distributions.

Meaning vocabulary. Questions assessing meaning vocabulary were items 11, 22, 25, 29 and 40.

Overall, mean performance on the five items that assessed meaning vocabulary was 4.02, or 80.4 percent. Almost 94 percent (93.9) of the grade three students responded with the correct definition of cavity (item 40), 84.8 percent understood the use of might as a noun meaning strength, while over 70 percent of the students knew the meaning of the words ceased, surefooted, and talents. Seventy-four percent of the students answered all or all but one of the meaning vocabulary items correctly.

Performance on Items	
Test Item	% of Responses Correct
11	75.4
22	71.2
25	76.6
29	84.8
40	93.9

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
5	44.0
4	30.4
3	14.8
2	6.3
1	3.3
0	1.1

Subtest Summary	
Mean Score	4.02
Standard Deviation	1.15
Percent	80.4

Literal comprehension. Questions in this subtest were 1, 2, 3, 6, 10, 12, 14, 20, 21, 24, 30, 31, 33, 39 and 42.

Fifteen items measured literal comprehension. Mean performance was 11.21. Expressed in terms of percentage, average performance was 74.7, with two-thirds of the students responding correctly to 10 of the 15 items. Item 20, based on information explicitly stated in the selection, proved most difficult with only 29.1 percent of students responding correctly, while items 6 and 39 were answered successfully by 91 percent of the students. Other difficult literal level questions were items 21 and 24. Over 86 percent of the students nevertheless answered items 10, 14, 33, and 42 correctly.

Performance on Items	
Test Item	% of Responses Correct
1	67.1
2	69.0
3	72.0
6	91.5
10	87.7
12	79.5
14	87.3
20	29.1
21	57.8
24	63.3
30	79.2
31	71.4
33	86.3
39	91.3
42	88.8

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
15	7.5
14	15.3
13	16.7
12	14.5
11	13.7
10	9.2
9	6.4
8	4.6
7	3.7
6	3.2
5	1.9
4	1.8
3	0.6
2	0.6
1	0.2
0	0.1

Subtest Summary	
Mean Score	11.21
Standard Deviation	2.86
Percent	74.7

Interpretation. Questions measuring this subskill were items 4, 5, 7, 8, 9, 13, 16, 17, 18, 19, 23, 26, 28, 32, 34, 35, 36, 37, 38 and 41.

Twenty items measured interpretive reading comprehension ability with mean performance being 14.35 or 71.8 percent. Over fifty-seven percent of the students scored above 75 percent. Items 9, 19, 37, and 41 proved most difficult, with items 5, 7, 34, and 35 being answered correctly by over 90 percent of the students.

Performance on Items	
Test Item	% of Responses Correct
4	50.2
5	94.6
7	95.4
8	87.1
9	48.9
13	75.7
16	89.6
17	82.9
18	65.0
19	43.3
23	80.6
26	62.1
28	84.9
32	69.1
34	92.1
35	90.8
36	72.3
37	35.2
38	70.0
41	45.3

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
20	0.7
19	4.3
18	8.6
17	12.4
16	15.7
15	15.9
14	10.6
13	8.8
12	6.6
11	4.1
10	3.3
9	2.6
8	1.7
7	1.8
6	1.3
5	0.5
4	0.5
3	0.3
2	0.1
1	0.1
0	0.1

Subtest Summary	
Mean Score	14.35
Standard Deviation	3.23
Percent	71.8

Critical-reflective. Items 15 and 43 were directed at measuring critical-reflective thinking.

Two questions were selected to assess critical-reflective thinking. Both items required open-ended responses. As the tables indicate, the questions were answered appropriately by 41.5 percent of the students, with 68.8 percent answering one of the two questions correctly. Approximately 75 percent of the students responded successfully to item 15. Item 43 presented some difficulty.

Performance on Items	
Test Item	% of Responses Correct
15	74.6
43	8.4

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
2	7.1
1	68.8
0	24.1

Subtest Summary	
Mean Score	0.83
Standard Deviation	0.53
Percent	41.5

Study skills. Two items on the grade three survey assessed the study skills, items 27 and 44.

Both study skills questions required the ability to classify information. The first required students to indicate which of three sources, a book about the farm, circus, or zoo, would be appropriate for locating information about a particular animal, while the second asked students to use a table of contents. Almost 90 percent of the students responded correctly to the first item and 57 percent were successful in answering the second. Mean performance was 73.5 percent, with over half of the students responding correctly to both items.

Performance on Items	
Test Item	% of Responses Correct
27	89.6
44	57.3

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
2	53.3
1	40.4
0	6.3

Subtest Summary	
Mean Score	1.47
Standard Deviation	0.61
Percent	73.5

Cloze. There were two cloze passages on the grade 3 test, one based on informational text and the other on a narrative selection. No words were supplied as possible choices on the first passage, but in the second, students were to select words from among those in an accompanying list. The deletion pattern was every seventh word, a total of 15 deletions for passage A and 14 deletions for passage B. Presented in the following tables, results indicate that scores on the second cloze passage, in which words could be chosen from the word list provided, were more than 24

percentage points higher ($\bar{X}$=8.39 and $\bar{X}$=11.28 respectively). An examination of score distributions suggests that for passage A, 77.2 percent of the students answered half of the items correctly, 66.9 percent falling within the seven to 11 range. For passage B, 90.1 percent answered half of the items correctly, with 64.2 percent falling within the 12 to 14 range.

CLOZE "A"

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
14	0.9
13	2.5
12	6.9
11	14.8
10	14.8
9	14.8
8	12.2
7	10.3
6	7.7
5	5.4
4	3.5
3	1.5
2	1.5
1	1.4
0	1.8

CLOZE "B"

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
14	28.5
13	20.1
12	15.6
11	9.1
10	5.8
9	4.8
8	3.6
7	2.6
6	1.9
5	1.1
4	1.9
3	1.5
2	0.6
1	0.5
0	2.3

Subtest Summary	
Mean Score	8.39
Standard Deviation	2.86
Percent	55.9

Subtest Summary	
Mean Score	11.28
Standard Deviation	3.31
Percent	80.6

Student Reading Interest Survey

Seventy percent of the grade 3 students stated they read books more often than newspapers and magazines. After books, school-readers and comic books were listed as materials most frequently read. Students named both the home and the school as places in which they read and indicated that they read because they thought reading was fun and that they could learn from reading.

Responses to how often students engaged in reading showed that approximately one-third of the third grade students read every day, while another 30 percent stated they hardly ever read. Stories, comics, and animal books, in that order, were the kinds of reading third grade students liked best. Seventy percent of the students stated they obtained their reading materials from the school library, while 66 percent of the students indicated they obtained their books from home. Other sources of reading materials were: book stores (50.6 percent), classroom libraries (47.8 percent), public libraries (43.5 percent), friends (33.6 percent) and book clubs (26 percent). Grade 3 students overwhelmingly (89.8 percent) indicated that they enjoyed reading.

Grade Six

Reading Comprehension and Cloze Test Performance

The results for each subtest (meaning vocabulary, literal, interpretive, critical-reflective thinking and study skills) as well as for the cloze passage are outlined in the tables and accompanying discussion.

Meaning vocabulary. Seven questions assessed knowledge of word meanings, items 4, 9, 11, 13, 18, 27 and 32. As indicated, mean performance was 3.88 or 55.5 percent.

Item 11 that required students to choose the word most synonymous with vanity presented the most difficulty. The next most difficult items were 4, 13, and 32, asking students to demonstrate understanding of the words mold, disruption, and humid, respectively. The term real life and the word trudge were defined appropriately by over 70 percent of the students. In all, over 60 percent of the grade six pupils in the sample answered four of the seven meaning vocabulary items correctly.

Performance on Items	
Test Item	% of Responses Correct
4	43.2%
9	63.6
11	16.5
13	56.0
18	79.0
27	72.7
32	57.2

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
7	2.9
6	12.0
5	23.1
4	22.6
3	20.2
2	11.9
1	5.5
0	1.7

Subtest Summary	
Mean Score	3.88
Standard Deviation	1.56
Percent	55.5

Literal comprehension. Literal comprehension performance was measured by 12 questions, items 3, 5, 12, 19, 20, 26, 29, 31, and 35, with item 35 requiring four responses to sequence the order of steps in conducting an experiment.

The mean score was 9.03 or 75.2 percent. Fifty-seven percent of the students answered items 31 and 26 successfully, with 61.4 percent responding correctly to item 5. Item 31 was a multiple-choice item that asked students to identify forms of condensation. Items 26 and 5, on the other hand, required open-ended responses, item 26 asking students to compare toboggan tracks to jet trails, and item 5 to explain why the workers had to buff the plastic bones they made. Almost 90 percent of the students were able to identify the source of dew from a selection of multiple-choices, while 87 percent of the students knew from reading the passage that wire was used to construct plastic skeletons for studying the body's bone structure. In total, two-thirds of the grade six students received a score of 76 percent or better on the literal comprehension items.

Performance on Items	
Test Item	% of Responses Correct
3	87.0
5	61.4
12	74.4
19	76.6
20	79.4
26	57.8
29	89.9
31	57.6
35A	80.4
B	85.5
C	77.1
D	75.7

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
12	14.7
11	22.3
10	16.2
9	12.6
8	10.4
7	6.7
6	5.6
5	3.9
4	3.3
3	1.7
2	1.3
1	0.8
0	0.3

Subtest Summary	
Mean Score	9.03
Standard Deviation	2.60
Percent	75.2

Interpretation. At the grade 6 level, thirteen questions assessed the ability to interpret text. Interpretive level questions were items 1, 2, 6, 8, 14, 16, 21, 23, 24, 28, 30, 33 and 34.

For interpretive thinking, mean performance as measured by the 13 items was 6.95 or 53.5 percent. Performance was relatively high on item 23, a multiple-choice question that asked students to identify the mood of the poem My Toboggan and I Carve Winter, while difficulty was experienced with items 28 and 6 that required open-ended explanations as to why the poet used the word carve in association with her toboggan and winter, and why the manufacture of plastic skeletons was of value. Item 2, which tapped the ability to infer from details provided in the text, was answered correctly by just over one-fifth of the students. Nevertheless, 60 percent of the students were able to answer seven or more of the interpretive level thinking questions.

Performance on Items	
Test Item	% of Responses Correct
1	53.6
2	23.9
6	23.9
8	59.8
14	40.2
16	72.3
21	62.8
23	84.7
24	55.5
28	21.6
30	67.2
33	66.4
34	63.1

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
13	0.2
12	1.2
11	3.8
10	8.7
9	15.2
8	14.8
7	16.4
6	13.2
5	10.0
4	7.0
3	5.6
2	2.1
1	1.3
0	0.5

Subtest Summary	
Mean Score	6.95
Standard Deviation	2.41
Percent	53.5

Critical-reflective. Five questions required critical-reflective thinking, with item 22 requiring 3 responses. The questions in this subtest were 10, 15, 17, 22 and 25, all but item 10 being open-ended.

Mean performance was 56.3 percent or 3.94. For items 10, 15, 17, and 25, the percent of correct responses ranged from 58.8 to 65.6, while an analysis of the responses for item 22, indicated that 49.4 percent of the students were able to list at least two words in the advertisement that were used to persuade. Approximately 60 percent of the students received a score of four or better on critical-reflective thinking.

Performance on Items	
Test Item	% of Responses Correct
10	58.8
15	65.6
17	61.4
25	63.7

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
7	11.2
6	18.1
5	14.4
4	15.4
3	13.6
2	11.5
1	9.9
0	5.9

Subtest Summary	
Mean Score	3.94
Standard Deviation	2.08
Percent	56.3

Question #22 (hand-scored)

Words Correct	% of Students
3	30.3
2	19.1
1	15.5
0	35.1

Study skills. Item 7, plus responses to the outlining task, constituted the study skills questions on the grade six survey. The percentage of correct responses for the outlining question can be found on page 13 of the Preliminary Report: Grade 6 Test Data.

Item 7, which asked students to select the most likely source of the passage on the skeleton factory, was answered correctly by almost 60 percent of the students. The remaining question, having a possible score of 8, required students to identify the main idea in two related paragraphs and also to state the respective supporting details. Only 7.2 percent of the students were unable to carry out the outlining task. Overall mean performance on the total selected aspects of the study skills was 5.22 or 58 percent, with 54.2 percent of students attaining a score of six or more.

Performance on Items	
Test Item	% of Responses Correct
7	59.2

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
9	11.0
8	16.8
7	14.8
6	11.6
5	9.2
4	6.3
3	7.3
2	5.8
1	10.0
0	7.2

Subtest Summary	
Mean Score	5.22
Standard Deviation	2.87
Percent	58.0

Cloze. The cloze selection was based on informational-type text with an every-fifth-word deletion pattern. There were 49 deletions. Results indicate a mean of 26.52 or 54.1 percent. Over 86 percent of the students achieved a total cloze score of 20 (40 percent) or higher.

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
45	0.1
44	0.0
43	0.0
42	0.1
41	0.3
40	0.3
39	0.9
38	1.1
37	1.7
36	2.4
35	3.4
34	4.3
33	5.0
32	4.5
31	5.8
30	5.8
29	6.4
28	6.5
27	6.0
26	5.8
25	5.8
24	5.5
23	4.8

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
22	3.3
21	3.1
20	3.6
19	3.0
18	1.7
17	1.5
16	0.9
15	1.3
14	0.7
13	0.9
12	0.3
11	0.6
10	0.3
9	0.3
8	0.0
7	0.1
6	0.2
5	0.2
4	0.1
3	0.0
2	0.0
1	0.0
0	1.4

Subtest Summary	
Mean Score	26.52
Standard Deviation	7.05
Percent	54.1

Student Reading Interest Inventory

As in the case of the grade 3 survey, books or novels were listed by grade 6 students as being read most often (60.3 percent). At this level, however, comics was a close second choice to books (59.6 percent). In contrast to grade 3 students who rated stories as a favourite topic choice (65.6 percent), students in grade 6 preferred funny, humorous materials (74.6 percent) and mysteries (58.4 percent). Students indicated they read more at home (87.7 percent) than at school (71.4 percent), and almost 70 percent responded that they read for fun. Other reasons for reading included "to pass the time" (54.3 percent) and "to find out things" (52.8 percent). When asked what made them want to pick up a story or book to read, 61.8 percent said they liked to read and 43.9 percent stated a friend had told them about the story.

The school library was listed as the most important source of reading material (75.3 percent), followed by the home (64.1 percent), book stores (59.0 percent), the public library (49.4 percent) and friends (48.6 percent). Thirty percent of students reported that they read one to two hours outside of school each week, while 22.4 percent indicated they read more than that (three to five hours). Twenty percent of the students at the grade 6 level said they hardly ever read. Finally, 87 percent of the students indicated they enjoyed reading.

Grade Nine

Reading Comprehension and Cloze Test Performance

The results for each subtest (meaning vocabulary, literal, interpretive, critical-reflective thinking and selected aspects of the study skills), as well as for the cloze passages, are described below:

Meaning vocabulary. At the grade 9 level, six questions, items 4, 7, 18, 24, 33 and 34 measured knowledge of word meanings (vocabulary).

As indicated in the following tables, mean performance was 4.7 or 78.3 percent, with 82 percent of students responding correctly to three of the six items. Even for the most difficult question, item 4, that asked students to select the best meaning for the phrase "intimidation tactics", over two-thirds of the students responded correctly.

Performance on Items	
Test Item	% of Responses Correct
4	68.2
7	78.4
18	85.7
24	77.9
33	77.6
34	82.5

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
6	35.1
5	29.1
4	17.9
3	10.7
2	4.6
1	1.6
0	1.0

Subtest Summary	
Mean Score	4.70
Standard Deviation	1.34
Percent	78.3

Literal comprehension. Thirteen questions, items 10, 13, 15, 16, 17, 20, 30, 31, 36, 37, 38, 39 and 40 measured literal comprehension ability. Item by item performance reported in terms of percentages is shown in the first table. The second and third tables indicate the distribution of scores and mean performance.

As shown, mean performance was 8.55 or 65.8 percent. Seventy-one percent of the students received a score of eight or more. Items 15, 17, and 40 proved most difficult, each item requiring reading for explicit detail. Items 15 and 40 were presented in a multiple-choice format, while item 17 required an open-ended response. Almost 90 percent or more of the students answered questions 10 and 30 correctly. Both involved reading for detail and responding in a multiple-choice format. Finally, over 80 percent of the students answered items 13 (an open-ended question), 16, and 20 appropriately, and over 70 percent responded correctly to items 36, 37, and 38.

Performance on Items	
Test Item	% of Responses Correct
10	89.6
13	82.7
15	36.0
16	87.9
17	37.5
20	82.7
30	92.6
31	42.6
36	76.6
37	72.4
38	71.5
39	44.3
40	38.6

Subtest Summary	
Mean Score	8.55
Standard Deviation	2.29
Percent	65.8

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
13	0.9
12	6.2
11	13.0
10	18.6
9	16.9
8	15.9
7	10.5
6	7.4
5	5.6
4	2.3
3	1.4
2	0.6
1	0.5
0	0.3

Interpretation. There were 11 questions, items 1, 8, 9, 11, 12, 14, 19, 21, 22, 23 and 32, that evaluated the ability to interpret written material. The accompanying tables indicate item by item performance, frequencies and means.

Performance on Items	
Test Item	% of Responses Correct
1	67.7
8	77.6
9	69.3
11	78.7
12	67.5
14	88.2
19	58.1
21	76.0
22	56.0
23	48.8
32	52.1

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
11	4.2
10	10.1
9	18.5
8	20.0
7	18.0
6	12.3
5	8.1
4	4.0
3	2.4
2	1.1
1	1.1
0	0.3

Subtest Summary	
Mean Score	7.40
Standard Deviation	2.09
Percent	67.3

Mean performance, as shown in the foregoing table, was 7.4 or 67.3 percent. Analysis indicates that on no item was comprehension less than 50 percent, and that 88.2 percent was the highest correct response to any given question (item 14). Over 83 percent of the students attained a score of six or better, while over 70 percent answered seven of the 11 items correctly.

Critical-reflective. There were five critical-reflective questions, items 2, 3, 5, 6 and 35, all of which were multiple-choice. Results are given below.

Performance on Items	
Test Item	% of Responses Correct
2	34.7
3	42.1
5	85.9
6	45.9
35	46.3

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
5	6.3
4	18.1
3	26.2
2	26.6
1	18.4
0	4.2

Subtest Summary	
Mean Score	2.55
Standard Deviation	1.27
Percent	51.0

Overall, mean performance on the five critical-reflective items was 2.55 or 51 percent. Approximately 86 percent of the students in the assessment sample correctly answered item 5 that required them to select the author's purpose in writing a letter to the editor. Roughly one-third of the students, on the other hand, experienced difficulty relating the letter to the editor to the editorial (item 2). Over 50 percent of the students, however, responded appropriately to three or more of the five items.

Study skills. Five test items required the application of study-skills, items 25, 26, 27, 28 and 29. Mean performance was 4.18 or 83.6 percent, with approximately 80 percent of the students in the sample responding correctly to four or five of the five questions.

Performance on Items	
Test Item	% of Responses Correct
25	88.8
26	86.2
27	85.9
28	90.5
29	66.1

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
5	53.8
4	25.6
3	11.3
2	4.9
1	2.3
0	2.1

Subtest Summary	
Mean Score	4.18
Standard Deviation	1.17
Percent	83.6

Cloze

The cloze passage was based on expository text written on a familiar topic. There were 51 deletions based on an every-fifth-word deletion-pattern. Mean performance was 22.01 or 47.8 percent, with over 64 percent of students obtaining a score of 20 (40 percent) or more.

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
46	0.1
45	0.0
44	0.0
43	0.0
42	0.0
41	0.1
40	0.0
39	0.3
38	0.3
37	0.3
36	0.9
35	1.1
34	1.5
33	2.6
32	2.5
31	2.6
30	4.1
29	4.7
28	3.9
27	4.5
26	4.0
25	4.2
24	5.0
23	5.3
22	5.2
21	5.7
20	5.1
19	4.6
18	4.8
17	4.6
16	4.1
15	2.9
14	3.5
13	2.1
12	1.9
11	1.7
10	0.9

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
9	0.8
8	1.0
7	0.3
6	0.3
5	0.3
4	0.0
3	0.3
2	0.1
1	0.3
0	1.3

Subtest Summary	
Mean Score	22.01
Standard Deviation	7.42
Percent	43.2

Student Reading Interest Survey

Results of the reading interest survey showed that at the grade 9 level, 49 percent of students read the newspaper. Preferences for novels, in rank order of type, were: adventure (40.8 percent), mysteries (37.3 percent), and horror (36.3 percent). The non-fiction preferences were biographies, do-it-yourself texts, autobiographies, technical/technological selections, and self-improvement articles (10 to 15 percent for each type). Comics (62.5 percent) were chosen in preference to both short stories (29.1 percent) and poetry (13.8 percent). Magazine interests were: humour (40.4 percent), music (37.1 percent), sports (36.6 percent), fashion (36.5 percent), and movies (36.5 percent). More students reported that they read at home (84 percent) in contrast to school (66.1 percent).

Seventy-two percent of grade 9 students stated they read for enjoyment, while 56.5 percent responded that they read to complete school assignments or to pass the time (47.5 percent). Almost 70 percent of the students indicated that the summary of a book's content on the back of the cover made them choose a particular book to read in contrast to the cover design (48.2 percent) or someone else's recommendation (41.7 percent).

Most students indicated that they obtained their reading materials from book stores (61.4 percent) or the school library (60.6 percent). Friends (53.1 percent), home (52.5 percent), and the public library (38.3 percent) were listed as other sources of reading material.

Approximately one-third of the students (32.7 percent) indicated that they read one to two hours each week, while 25.2 percent said they read three to five hours. Approximately six percent of the students reported they never read. Seventy-three percent of the student stated they enjoyed reading, with no reasons being given.

Grade 12

Reading Comprehension and Cloze Test Performance

At the Grade 12 level, assessment results are reported separately, first for English 300 (n=496) and English 301 (n=270), and then for English 300 and 301 combined (n=813). Forty-seven students failed to indicate the program in which they were enrolled, however. Results for each subskill area (word or meaning vocabulary, literal, interpretive and critical-reflective thinking ability) as well as for cloze test performance are included below.

Meaning vocabulary. Six questions, items 2, 3, 11, 30, 32 and 33 assessed knowledge of word meanings. As indicated in the accompanying tables, on this and the following page, mean performance for those enrolled in the English 300 program was 4.23, while mean performance of English 301 students was 3.63 and combined mean performance was 4.00. Mean performance was 70.5, 60.6, and 66.7 percent respectively. While some students experienced difficulty with the meanings of the words intimidate and consternation, over 80 percent knew the meaning of position in reference to a job, guest in reference to a restaurant customer, and steel collar worker in contrast to blue collar worker. Over 90 percent of students answered three vocabulary questions correctly and approximately 70 percent responded appropriately to four of the six items.

Performance on Items			
Test Item	% of Responses Correct		
	Eng. 300	Eng. 301	300&301 Combined
2	97.8	93.0	95.7
3	98.4	95.9	97.2
11	87.1	78.5	84.0
30	56.5	32.6	47.6
32	72.8	51.1	64.8
33	10.7	12.2	11.1

Distribution of Scores on Subtest			
Total Score	% of Students Receiving Each Score		
	Eng. 300	Eng. 301	300 & 301 Combined
6	6.5	1.9	4.7
5	37.9	19.6	31.2
4	33.5	35.6	33.8
3	17.9	28.1	21.9
2	3.2	13.0	7.0
1	0.8	1.5	1.1
0	0.2	0.4	0.2

Subtest Summary			
	Eng. 300	Eng. 301	300&301 Combined
Mean Score	4.23	3.63	4.00
Standard Deviation	1.00	1.06	1.07
Percent	70.5	60.6	66.7

Literal comprehension. Ten items addressed literal comprehension skills, questions 5, 6, 7, 12, 14, 18, 19, 23, 24 and 31. As shown in the tables on the following page, mean performance for literal comprehension based on responses to the ten items was English 300, 7.75; English 301, 6.4; and for levels 300 and 301 combined, 7.23. Whereas 70 percent of the students were unable to respond correctly by identifying the outcome of automation (item 12), over 87 percent remembered from the text: 1) that in the next decade there is likely to be an increase in physical therapy assistants, computer operators and electrical engineers (item 14); 2) that the principal character in the poem remembered "who stayed away each Christmas" and "who wouldn't cut the turkey" (item 18); 3) that a soldier was sent home wounded from World War II, (item 23); and 4) that one particular character noted the change in the war veteran first (item 31). Also worthy of note in reference to literal comprehension performance was that 91.8 percent of the students enrolled in English 300 courses and 70.4 percent of the English 301 students (for a combined total of 83.3 percent of the grade 12 students) achieved a score of 60 percent or better on the subtest, answering six of the ten literal comprehension items correctly.

Performance on Items			
Test Item	% of Responses Correct		
	Eng. 300	Eng. 301	300&301 Combined
5	74.2	61.1	68.8
6	86.1	68.1	78.8
7	57.3	43.7	51.5
12	34.1	24.1	30.0
14	92.5	81.1	88.4
18	92.1	79.6	87.8
19	64.5	51.1	59.0
23	91.7	79.6	87.2
24	88.5	71.5	82.2
31	94.4	80.0	88.7

Distribution of Scores on Subtest			
Total Score	% of Students Receiving Each Score		
	Eng. 300	Eng. 301	300&301 Combined
10	8.5	2.6	6.3
9	24.2	11.5	18.9
8	32.1	20.0	27.8
7	18.1	18.9	18.1
6	8.9	17.4	12.2
5	5.4	11.5	7.9
4	2.0	9.3	4.8
3	0.2	4.8	2.1
2	0.2	1.5	0.9
1	0.0	2.2	0.7
0	0.4	0.4	0.4

Subtest Summary			
	Eng. 300	Eng. 301	300&301 Combined
Mean Score	7.75	6.4	7.23
Standard Deviation	1.50	2.03	1.85
Percent	77.5	64.0	72.3

Interpretation. Questions that measured the ability to interpret written text were numbers 9, 10, 16, 17, 20, 21, 22, 25, 26, 27, 28, 29, 34, 35, 36, 37 and 38, for a total of 17 items. Results are shown in the following tables.

Performance on Items			
Test Item	% of Responses Correct		
	Eng. 300	Eng. 301	300&301 Combined
9	77.2	73.7	75.8
10	68.3	61.9	65.9
16	75.8	70.0	73.4
17	56.9	39.6	50.9
20	66.7	53.7	62.3
21	40.9	35.9	38.7
22	59.9	35.9	50.8
25	88.3	69.3	81.2
26	63.1	55.9	61.1
27	91.5	77.8	86.0
28	52.8	41.9	48.3
29	71.8	52.2	64.3
34	87.1	71.1	81.1
35	81.7	65.2	75.5
36	80.8	54.4	70.7
37	95.2	86.7	91.6
38	58.6	48.1	54.3

Subtest Summary			
	Eng. 300	Eng. 301	300&301 Combined
Mean Score	12.17	9.93	11.32
Standard Deviation	2.43	2.93	2.88
Percent	71.6	58.4	66.6

Distribution of Scores on Subtest			
Total Score	% of Students Receiving Each Score		
	Eng. 300	Eng. 301	300 & 301 Combined
17	0.8	0.0	0.6
16	6.7	0.7	4.3
15	8.1	2.2	6.0
14	13.5	5.6	10.9
13	19.2	12.2	16.7
12	15.5	9.6	12.8
11	15.7	17.0	15.7
10	9.1	14.4	10.7
9	5.2	10.4	7.1
8	3.2	7.8	5.4
7	1.0	7.0	3.3
6	0.2	4.4	1.6
5	0.8	4.4	2.3
4	0.2	1.1	0.6
3	0.4	1.1	0.7
2	0.0	1.1	0.5
1	0.2	0.4	0.2
0	0.2	0.4	0.2

For English 300, mean performance for interpretive level comprehension was 12.17 or 71.6 percent while for English 301, mean performance was 9.93 or 58.4 percent. Mean performance when scores from the two courses were combined was 11.32 or 66.6 percent. For the 301 level students, 35.9 percent of the responses for items 21 and 22 were correct, in contrast to a total of 40.9 and 59.9 percent respectively on the same items for 300 level students.

Thus for the interpretation questions, a total score of approximately 60 percent was attained by over 88.6 percent of English 300 students and over 61.7 percent of English 301 students. That is, approximately seven-eighths of the 300 level students and three-fifths of the 301 students answered ten of the 17 items correctly. Combined, over three-quarters (77.7 percent) of grade 12 students in the sample achieved a score of approximately 60 percent (59), answering ten of the 17 items on the interpretive level reading comprehension subtest correctly.

Critical-reflective. There were six critical-reflective questions, items 1, 4, 8, 13, 15 and 38, performance being summarized in the tables that follow.

Performance on Items			
Test Item	% of Responses Correct		
	Eng. 300	Eng. 301	300 & 301 Combined
1	88.7	67.4	80.9
4	52.8	23.3	41.1
8	93.8	85.2	90.7
13	96.2	87.8	92.9
15	53.0	40.0	47.8
38	58.6	48.1	54.3

Distribution of Scores on Subtest			
Total Score	% of Students Receiving Each Score		
	Eng. 300	Eng. 301	300 & 301 Combined
6	18.8	4.1	13.2
5	31.0	22.2	27.1
4	31.9	24.1	29.4
3	12.9	27.8	18.8
2	4.0	16.3	8.5
1	1.2	4.1	2.3
0	0.2	1.5	0.7

Subtest Summary			
	Eng. 300	Eng. 301	300&301 Combined
Mean Score	4.43	3.52	4.08
Standard Deviation	1.14	1.30	1.28
Percent	73.8	58.7	68.0

Based on the six items, mean performance for critical-reflective thinking skills was 4.43 or 73.8 percent for English 300 students, 3.52 or 58.7 percent for English 301 students, and 4.08 or 68 percent when performance for the two levels was combined. Two of the three items in which the performance of English 301 students dropped required open-ended responses. Two-thirds of the items ($\bar{X} = 4.08$) were answered correctly by all students, however. Over 80 percent of 300 level students and 50 percent of 301 level students or approximately 70 percent (69.7) of the total number of students answered four or more of the critical-reflective questions correctly.

Cloze. At the 12th grade level, there were 50 cloze deletions, applying an every-fifth-word deletion-pattern. Results, shown in the following tables, indicate that mean performance for English 300 students was 24.3 or 48.6 percent and for English 301 students, 19.79 or 39.6 percent, resulting in a combined mean performance of 22.43 or 44.8 percent. At the 300 level, 84.5 percent of students scored 20 (40 percent) or more, whereas at the 301 level, 57.5 percent of students scored 20 (40 percent) or higher. When cloze results were combined across the 300 and 301 levels, almost three-quarters (72.8 percent) of the twelfth grade students in the sample received a score of 20 (40 percent) or better.

Distribution of Scores on Subtest			
Total Score	% of Students Receiving Each Score		
	Eng. 300	Eng. 301	300&301 Combined
34	0.6	0.0	0.4
33	1.0	0.0	0.6
32	2.4	0.0	1.6
31	4.2	0.4	2.8
30	3.2	1.1	2.5
29	5.8	2.6	4.7
28	9.3	3.3	7.0
27	9.3	4.4	7.3
26	7.9	4.1	6.4
25	6.7	4.1	5.5
24	8.3	6.3	7.5
23	9.3	6.7	8.1
22	8.7	6.3	7.5
21	4.6	9.3	5.9
20	3.2	8.9	5.0
19	4.0	6.3	4.9
18	2.6	7.0	4.6
17	3.0	4.8	3.6
16	1.6	4.4	2.7
15	1.6	1.9	1.8
14	1.2	3.3	2.3
13	0.2	2.6	1.4
12	0.6	3.3	1.7
11	0.0	2.6	0.9
10	0.0	1.9	0.9
9	0.0	1.5	0.5
8	0.0	0.0	0.0
7	0.6	1.5	0.9
6	0.0	0.7	0.2
5	0.0	0.0	0.0
4	0.0	0.0	0.0
3	0.0	0.0	0.0
2	0.0	0.0	0.0
1	0.0	0.0	0.0
0	0.0	0.7	0.9

Subtest Summary			
	Eng. 300	Eng. 301	300&301 Combined
Mean Score	24.30	19.79	22.43
Standard Deviation	4.64	5.63	5.79
Percent	48.6	39.6	44.8

Student Reading Interest Survey

When twelfth grade students were asked to note what kinds of materials they read, 68 percent indicated they read the newspaper (71.2 percent at level 300 and 64.1 percent at level 301). The types of novels preferred by 300 level students were: adventure (51 percent) and mystery (40.3 percent) followed by romance and horror (36.9 and 33.9 percent, respectively). The pattern for English 301 students was slightly different, with horror, adventure, and romance receiving an approximately equal number of choices (34.4, 34.1, and 33.0 percent respectively).

In terms of magazines, the English 300 level students prefer: fashion (48.0 percent), humour (46.2 percent), and women's magazines (45.4 percent). Students at the English 301 level, however, selected humour and sports magazines as their first two choices (44.8 and 43.3 percent, respectively), followed by movie and fashion magazines (37.4 and 34.4 percent, respectively), car/motorcycle magazines (32.3 percent), and women's magazines (29.6 percent).

When the results for both groups are combined for non-fiction, choices include biography (21.4 percent), followed by self-improvement and autobiographies (19.7 and 19.3 respectively). In the other category (poetry, short story, drama and comics), comics (53.3 percent) and short stories (40.1 percent) were the most highly-selected materials chosen by both groups, in preference to drama and poetry (17.1 and 15.7 percent respectively).

More students in both the 300 and 301 groups indicated they read at home (85.7 percent) in contrast to school (65.9 percent). Personal enjoyment was cited by both groups (78.2 percent, English 300 and 69.3 percent, English 301) in answer to "why" they read, with school assignments being a second reason (70.4 percent, English 300 and 61.1 percent, English 301). Approximately three-eighths of the students stated they read either to keep up with current issues or to pass the time.

In deciding whether to pick up a book and read it, over sixty-five percent of the grade twelve students indicated that they used the summary of a book's contents on the back inside cover. Another person's recommendation was cited as the second reason for reading a particular book (50.6 percent of the time), while liking the author and knowing that the story in the book was true were selected as third and fourth choices.

TEACHER QUESTIONNAIRE

The teacher questionnaire was designed to obtain information regarding the goals, methods, materials, and evaluation procedures employed by Manitoba language arts teachers, the questionnaire being the same at all four levels: grades 3, 6, 9, and 12. The responses reported in the accompanying tables are for all grades combined. Further details, including tables indicating results by grade level, together with the questionnaire itself, are found in Appendix A.

Sources for Developing Goals and Objectives

The first item on the questionnaire required teachers to rank order sources used as major references in forming reading program goals and objectives. Responses collated for the total group, grades 3, 6, 9 and 12, as presented in the table below, indicate that almost all teachers use the Manitoba curriculum guides to formulate program objectives, with student needs and language arts manuals accompanying published series as second and third sources.

SOURCES USED FOR IDENTIFYING GOALS AND OBJECTIVES - ALL GRADES

	1	2	3	4	5	6	N/A
Manitoba curriculum guide	**40.6**	28.5	16.4	5.6	2.1	0.1	6.5
Integrated language arts manuals	24.0	20.5	**24.9**	8.3	2.2	0.0	20.0
Checklist of skills	3.5	9.4	11.4	**16.9**	4.4	0.0	54.2
Developmental reading text	3.1	3.0	5.8	6.1	**10.7**	0.3	71.0
Student need	27.5	**33.2**	23.2	5.3	0.6	0.1	10.2
Other	1.6	1.8	2.5	**2.7**	1.2	2.1	88.3
Other	0.8	0.4	**5.4**	0.4	1.8	1.4	89.9

A slightly different pattern emerges, however, when first, second and third choices were considered together. Student needs become a second important basis for developing goals and objectives, after curriculum guides (83.9 and 85.5 percent respectively), and commercially-produced teacher manuals become less important (69.4 percent).

When this question is considered individually by grade levels, the trend varies somewhat. For grade 3, taking into account first choices only, the curriculum guide, manuals, and student need are listed as first, second, and third reference sources respectively. When the first three choices are combined and rank order re-examined, however, there is little to choose from among the three sources: manuals (84.5 percent), curriculum guide (81.5 percent), and student need (80.9 percent).

For grades 6, 9, and 12, the pattern of responses follows the general pattern, the Manitoba curriculum guide and student need being identified as the most important reference source for developing goals and objectives. Language arts instructor's manuals decrease in importance as reference sources, nevertheless, as grade level increases, gaining some degree of prominence at the grade 12 level only after the first three choices are collapsed (student need 83.9 percent, curriculum guide 79.4 percent, and manuals 47.3 percent). Instructor manuals also predominate as the third choice of teachers at the grade 9 level.

Availability of Goals and Objectives in Writing

Item 2 on the questionnaire addresses the issue of whether goals and objectives are prepared in written form. Results, as presented below, show that at all grade levels most teachers prepare program goals and objectives primarily for their own use, although over 70 percent of the teachers in the sample indicate that they are required to compile goal and objective statements for use by their administrators.

GOALS AND OBJECTIVES AVAILABLE IN WRITTEN FORM FOR ...

ALL GRADES

	YES	NO	N/A
yourself?	80.9	17.4	1.7
administration?	72.5	24.2	3.3
students?	38.7	50.8	10.5
parents?	53.0	38.8	8.2

Although the same trend is evident across grade levels indicating that goals and objectives are available for both administrators and the teachers themselves, at the grade 9 and 12 levels comparatively more teachers indicate that goals and objectives are also compiled for students as well as for parents (grade 9: students 58.7 percent, parents 49.2 percent; grade 12: students 75.9 percent, parents 72.3 percent).

Grouping Practices

Item 3 asked teachers to describe the kinds of grouping practices they employ by checking three of those listed. As indicated in the table, results suggest that whole class and flexible grouping practices predominate (91 and 73 percent, respectively), with fixed ability grouping occurring in 49.2 percent of cases and social grouping in 39.2 percent of cases.

KINDS OF TEACHING GROUPS USED (3 CHECKED) - ALL GRADES

	1	2	3	N/A
Whole class	90.6	2.1	1.4	6.0
Fixed ability group	49.2	1.4	1.5	48.0
Interested small group	24.5	0.9	2.2	72.4
Flexible instruction group	73.4	3.3	1.9	22.3
Social small group	39.2	0.8	1.4	58.6

A slightly different trend occurrs at the grade 9 and 12 levels than at lower levels, however. At upper levels, social grouping and interest grouping are both ranked above ability grouping as being instituted more often (grade 9: social grouping 50.8 percent, interest grouping 36.2 percent, ability grouping 25.9 percent; grade 12: social grouping 50.0 percent, interest grouping 32.1 percent, and ability grouping 23.2 percent). In contrast, fixed ability grouping is the third most-chosen grouping pattern selected by grade 3 and 6 teachers.

Library Resources

As shown below, in reporting on the adequacy of library facilities, 57.2 percent of teachers indicate that libraries were adequate, 21.9 percent rate them as excellent, and 18.1 percent as inadequate. Approximately two percent of teachers indicate that they have no library resources. This latter response was recorded by grade 3 teachers only.

LIBRARY RESOURCES - ALL GRADES

NO	INAD	ADEQ	EXCELL	N/A
2.4	18.2	57.2	21.9	0.5

Major Resources

In ranking supplemental resources used, responses are as indicated in the accompanying table. As their primary program resource, teachers responded that they employ integrated language arts series plus supplementary materials (71.9 percent when the first three choices are combined in the analysis). Other choices are both content area texts (37.6 percent combining the first three choices), and integrated language arts basal series (33 percent combining the first three choices).

MAJOR RESOURCES (RANK ORDERED: USED MOST TO USED LEAST) - ALL GRADES

	1	2	3	4	5	6	7	8	N/A
Integrated L.A. basal series	17.7	9.7	5.6	1.5	1.3	1.1	0.8	0.1	62.3
Integrated L.A. basal series and reading kits	4.8	8.4	7.1	2.3	1.8	2.2	0.4	0.4	72.8
Integrated L.A. basal series and supplementary materials	51.2	16.5	4.2	1.5	0.7	0.4	-	-	25.4
Trade books	6.1	13.2	11.1	7.2	2.9	3.5	3.6	0.4	51.9
Reading kits	1.6	11.3	12.2	8.6	5.5	3.4	2.9	-	54.5
Audiovisual material,records,games	0.7	17.7	23.4	16.1	7.2	2.6	1.1	0.2	31.0
Content subject texts	12.3	12.4	12.9	9.5	5.2	2.4	3.0	0.3	42.0
Other	3.4	2.8	3.7	2.9	1.4	0.4	0.1	0.7	84.5
Other	4.4	0.8	0.7	2.7	1.3	2.6	0.2	1.7	85.6
Other	0.3	0.4	1.0	0.6	0.3	-	-	0.1	97.2
Other	0.6	0.1	0.2	0.7	0.3	0.5	-	0.3	97.1
Other	-	0.4	0.1	0.6	-	0.1	-	-	98.8
Other	0.1	0.5	0.4	0.1	-	-	-	0.1	98.8

A slightly different tendency is evident when responses are examined by grade level. At grade 3, integrated language arts basal series rank as the second resource choice, with reading kits, trade books and audio visual materials as the third choice. At grade 6, the integrated language arts basal series is also chosen as a second major resource but content area texts become the third resource. At both grades 9 and 12, content area texts are ranked as the major resource, followed by integrated language arts basal series plus supplementary materials at grade 9, and audiovisual material at grade 12.

Evaluation Procedures

Teachers were asked to rank order on a scale of 1 (most) to 5 (least) the evaluation procedures they employ. Results are presented in the table on the following page and indicate that observation, unit tests, teacher-made exams, and workbook assignments are the primary means used for evaluating student performance. At grade 3, observation, assignments and unit tests are the most frequent evaluation procedures employed. The pattern is similar at grade 6, with teacher-made exams gaining prominence along with the measures identified in the overall analysis. A different trend emerges at grade 9, with unit tests, teacher-made exams, observation, oral and workbook assignments being assigned importance as evaluation procedures. At the twelfth grade level, unit tests, teacher exams, oral assignments and written exams are identified as the most often-used evaluation procedures.

EVALUATION PROCEDURES (RANK ORDERED: USED MOST TO USED LEAST) - ALL GRADES

	1	2	3	4	5	N/A
Standard achievement test	4.5	2.9	5.2	6.5	10.9	69.9
Standard diagnostic test	2.4	2.7	4.0	5.8	6.3	78.7
Informal reading inventory	2.9	4.3	3.8	4.2	3.7	81.0
Interviews	1.0	3.0	4.1	2.9	4.5	84.5
Questionnaires	0.9	1.6	1.6	1.8	2.0	92.0
Self-concept inventories	-	0.1	0.4	0.5	0.6	98.4
Interest inventories	-	0.3	0.9	1.0	1.5	96.4
Group informal inventories	0.5	1.6	2.7	2.5	3.8	88.8
Teacher observations	35.88	16.4	13.3	13.5	7.0	14.1
Student self-evaluations	0.1	0.3	1.1	2.6	3.2	92.7
Oral assignment	1.7	8.0	11.1	13.3	11.2	54.6
Final examinations - oral	0.1	0.1	0.3	0.4	0.4	98.8
Final examinations-written	1.0	2.4	4.6	4.7	6.1	81.2
Criterion-referenced tests	2.7	2.3	3.8	4.2	3.2	83.7
Workbook assignment	8.3	18.3	13.1	10.1	6.7	43.4
Unit tests	16.4	14.9	11.9	9.2	6.4	41.1
Peer evaluation	0.2	0.5	1.7	2.1	1.9	93.5
Teacher-made examinations	15.8	14.3	11.2	7.2	7.8	43.8
Other	4.7	4.1	2.6	2.2	1.3	85.2
Other	2.0	0.6	8.3	3.0	0.3	85.7
Other	0.5	0.8	0.7	0.5	0.7	96.8
Other	0.8	0.1	1.2	1.1	-	96.8
Other	0.1	-	0.4	-	0.3	99.1
Other	0.2	-	0.1	0.6	0.1	99.1

Keeping Records of Pupil Recreational Reading

As indicated, folders predominate as a means of keeping track of pupil recreational reading. Other record-keeping procedures, although not specified, are consistently ranked second at all grade levels. Charts are also relatively highly selected, particularly at grades 6 and 9.

RECREATIONAL READING RECORDS - (RANK ORDERED: MOST COMMONLY USED TO LEAST COMMONLY USED) - ALL GRADES

	1	2	3	4	N/A
Folder	36.1	12.3	2.9	0.9	47.8
Bar graphs	7.2	9.3	8.2	1.2	74.0
Charts	14.0	13.8	4.3	0.8	67.2
Other	22.6	5.7	2.4	0.8	68.5
Other	8.2	4.1	0.9	9.3	70.9

Efforts to Improve the Language Arts Program

As indicated by the accompanying table, teachers responded that means for improving the Language Arts Program are through contact with other teachers (63.1 percent when the first three choices are tallied), followed by in-school prep time (62.3 percent combining the first three choices), and availability of materials (45.9 percent considering the first three choices). The presence of paraprofessionals, professional support, and further professional training are ranked fourth, fifth, and sixth respectively (38.8, 34.6, and 30.1 percent when the first three choices are combined).

IMPROVING L.A. PROGRAM - (RANK ORDER: MOST - LEAST IMPORTANT) - ALL GRADES

	1	2	3	4	5	6	7	8	N/A
Paraprofessional support	11.8	15.3	11.7	12.2	8.3	8.2	0.4	0.1	32.0
Professional support	8.8	9.7	16.1	10.9	13.9	7.0	0.2	-	33.4
Further professional training	8.5	11.0	10.6	12.5	10.9	11.1	1.0	-	34.3
Contact with teachers	24.7	21.0	17.4	10.1	6.0	3.5	0.2	-	17.1
Availability of materials	11.8	16.9	17.2	13.0	8.3	5.9	0.1	-	26.7
In-school preparation time	29.9	19.4	13.0	7.7	5.3	6.1	-	-	18.6
Other	3.1	2.2	1.0	0.9	0.4	0.1	-	-	91.6
Other	1.1	4.3	1.1	1.5	-	-	-	-	92.0

Within each grade level, the pattern varies somewhat. Grade 3 and grade 12 teachers rank in-school preparation time slightly ahead of contact with other teachers (65.3 percent and 62.9 percent considering the first three choices). Taking into account the fourth choices at each of these levels nevertheless alters the place of contact with other teachers from second to first choice, making the grade 3 and 12 patterns ultimately commensurate with the trend at grades 6 and 9.

Professional Development

When the first three choices regarding preferences for types of professional development are combined, in-services at the division level are deemed most beneficial (81 percent preference), followed by school in-services (77.4 percent) and Special Area Group conferences (SAG) (71.6 percent), as shown in the accompanying table. When fourth choices are added, university courses are also identified as an important source for professional development (64.4 percent). This pattern represents the trend at all grade levels, although at the grade 9 level there is but one decimal point difference in choosing division over in-school in-services.

RANKING OF VALUE OF PROFESSIONAL DEVELOPMENT EXPERIENCES - ALL GRADES

	1	2	3	4	5	6	N/A
S.A.G.	17.0	23.3	**31.3**	12.5	2.4	-	13.5
School in-service	**36.0**	21.2	20.2	6.5	1.0	0.1	15.0
Div. in-service	26.8	**36.5**	17.7	7.3	0.5	0.1	11.0
University courses	10.3	8.5	12.5	**33.1**	3.8	-	31.8
Other	7.4	4.5	1.8	1.1	0.9	-	84.3
Other	0.8	5.0	1.0	6.7	0.6	0.1	85.8

COMPARISON TESTING

As part of the 1985 Reading Assessment, selected questions from the 1980 Reading Assessment were administered to a sample of schools at each of grades 3, 6, 9, and 12. Appendix C contains detailed information on questions used from 1980 and on procedures and results. The table below summarizes performance results both on the cloze passage and on the remainder of the test taken as a whole:

COMPARISON RESULTS

Grade	Cloze Passage		Remainder of Test	
	1985	1980	1985	1980
3	16.08	13.76	32.82	28.19
6	14.15	15.62	31.28	33.48
9	12.20	10.42	32.53	28.91
12 (English 300)	21.80	24.76	22.59	23.90
12 (English 301)	13.31	20.90	14.83	19.94

All differences in mean scores reported above proved statistically significant with the exception of that for the cloze passage at grade 12 (English 300). In connection with the sampling, it must be noted that at the grade 12 level it is difficult to estimate the effect that semestering has on results.

Grade Level Analysis

When students in 1985 were given selected items from the 1980 assessment the performance of grade 3 students improved significantly on both the cloze test and the multiple-choice questions. In contrast, the performance of grade 6 students dropped for cloze and for multiple-choice items. The performance of grade 9 students, however, was similar to the performance of grade 3 students in that in both cases performance on the same items was higher in 1985 than in 1980. The pattern of performance found at the grade 6 level was nevertheless repeated at the grade 12 level, except that performance on the cloze passage for English 300 students did not differ significantly.

LISTENING-SPEAKING, AND ORAL AND SILENT READING

The pilot study assessing grade 6 students' listening, speaking, and oral and silent reading ability was designed to provide a more complete and accurate assessment of the full range of objectives described in the Manitoba language arts curriculum. A secondary purpose of the pilot study was the development of prototypic tasks and materials that might serve as models for assessing these areas of language arts within an integrated context. Four listening-speaking tasks and a modified informal reading inventory made up this part of the assessment, which was conducted at the sixth grade level.

Sampling Procedures

Items were administered to a sample of 88 students. The sample was about equally divided between Winnipeg and non-Winnipeg schools. Deriving the sample involved the following procedure. A sample of schools was drawn from among those included in the provincial sample for the group reading test. Then students within these schools, who had already participated as subjects in the group test, were administered the listening-speaking, and oral and silent reading items. This procedure made it possible to compare performance on the group-reading test with performance on the individually-administered measures. Thus reading test booklets for these students were also collected. Complete group-reading test booklets were unavailable for 11 of the 88 students in the pilot study sample, thus, the no-response rate was 12.5 percent. This compared with a no-response rate of about two percent on the group-reading survey. Although complete group-reading test information was not available for 11 students in the pilot study, cloze test results were available for all 88 subjects. As illustrated in the following table that compares the reading test scores of the listening-speaking sample and the total provincial sample, there is little reason to believe that the sample of 88 students differed significantly in reading comprehension performance from the province-wide sample of 1266 students.

Comparison of the Reading comprehension performance of students in the listening-speaking sample with that of the students in the total provincial sample as measured by the reading survey test.

COMPARISON OF READING COMPREHENSION PERFORMANCE

SUBTEST	LISTENING-SPEAKING SAMPLE		PROVINCIAL SAMPLE	
	Mean Score	n	Mean Score	n
Total minus cloze	29.57	77	29.02	1266
Meaning vocabulary	3.66	77	3.88	1266
Literal comprehension	8.92	77	9.03	1266
Interpretation	7.14	77	6.95	1266
Critical-Reflective	4.25	77	3.94	1266
Study skills	5.60	77	5.22	1266
Cloze	26.43	88	26.52	1266

Comparisons of Listening and Reading Comprehension Results.

As a parallel to the group-reading comprehension survey, the same four subskills were also measured in the cued-recall listening comprehension component of the listening-speaking pilot study: meaning vocabulary, plus literal, interpretive, and critical-reflective thinking skills. The listening-speaking scoring sheet, together with the proportion of students answering each question correctly has been reproduced in Appendix B. Note that in each case the administration of the listening comprehension questions took place after: 1) the retelling of the story; 2) listening to the audio-taped commercials; and 3) the retelling of the news report. Correlations between the respective subskills in reading and listening comprehension are presented in the following table, all items in the listening comprehension subtest being scored on a right-wrong basis.

CORRELATION OF LISTENING AND READING COMPREHENSION PERFORMANCE

Reading Subtests	Listening Comprehension on Cued-Recall Questions				
	Meaning Vocabulary	Literal Comprehension	Interpretation	Critical-Reflective	Total
Total minus Cloze	.401(.0003)	.572 (.0001)	.538 (.0001)	.513 (.0001)	.624 (.0001)
Meaning Vocabulary	.236(.039)	.403 (.0003)	.334 (.003)	.377 (.0007)	.431 (.0001)
Literal Comprehension	.206(.073)	.454 (.0001)	.519 (.0001)	.401 (.0003)	.505 (.0001)
Interpretation	.327(.004)	.457 (.0001)	.317 (.005)	.410 (.0002)	.473 (.0001)
Critical-Reflective	.431(.0001)	.322 (.004)	.499 (.0001)	.442 (.0001)	.473 (.0001)
Study Skills	.201(.079)	.315 (.005)	.175 (.129)	.164 (.155)	.269 (.018)
Cloze Passage	.234(.028)	.310 (.003)	.406 (.0001)	.351 (.0008)	.397 (.0001)

NOTE: (1) numbers in parentheses are the p-values for testing the hypothesis H_o: R = 0 for the associated correlation coefficient

(2) n = 88 for the correlation with the cloze passage; n = 77 for all other correlations

Total reading comprehension performance. Results of the correlation analyses, excluding cloze test performance, indicate that total reading comprehension performance focusing on measures of meaning vocabulary, literal, interpretive and critical-reflective thinking, was significantly related to listening comprehension performance as measured by: 1) meaning vocabulary ($r = .401$, $p \leq .0003$); 2) literal recall ($r = .572$, $p \leq .0001$; 3) interpretive listening ($r = .513$, $p \leq .0001$); and 4) critical-reflective thinking ($r = .513$, $p \leq .0001$).

Meaning vocabulary and literal comprehension. Meaning vocabulary as measured on the reading survey test correlated significantly not only with meaning vocabulary performance on the listening tasks ($r = .236$, $p \leq .039$); but also with literal, interpretive and critical-reflective listening abilities ($r = .403$, $p \leq .0003$, .334, $p \leq .003$, and .388 $p \leq .007$, respectively. The comparison of literal comprehension as assessed by reading and by listening indicated that with the exception of meaning vocabulary, all listening measures correlated significantly with reading comprehension: literal ($r = .454$, $p \leq .0001$); interpretatation ($r = .519$, $p \leq .0001$); and critical-reflective thinking ($r = .401$, $p \leq .0003$). The correlation of meaning vocabulary as measured by the reading test, however, was not significantly correlated with performance on the listening comprehension tasks ($r = .206$, $p \leq .073$).

Interpretation and critical-reflective thinking. In contrast, all scores on the interpretation subtest of the reading survey correlated significantly with scores on listening comprehension (meaning vocabulary, $r = .327$, $p \leq .004$; literal comprehension, $r = .457$, $p \leq .0001$; interpretation, $r = .317$, $p \leq .005$; and critical-reflective thinking, $r = .410$, $p \leq .0002$). Critical-reflective thinking as measured on the reading subtest also correlated significantly with all measures of listening-comprehension: meaning vocabulary $r = .431$, $p \leq .0001$; literal comprehension, $r = .322$, $p \leq .004$; interpretation, $r = .499$, $p \leq .0001$; and critical-reflective thinking, $r = .442$, $p \leq .0001$.

Study skills and cloze test performance. Although there was a significant correlation between study skill performance on the reading survey and listening comprehension as assessed through literal comprehension ($r = .315$, $p \leq .005$), there was no other significant relationship between reading study skills and listening vocabulary, or reading skills and/or interpretive, and critical-reflective listening performance. On the other hand, all listening comprehension subtest scores correlated significantly with cloze test performance on the reading survey (meaning vocabulary, $r = .234$, $p \leq .028$; literal comprehension, $r = .310$, $p \leq .003$; interpretation, $r = .406$, $p \leq .0001$; and critical-reflective listening, $r = .351$, $p \leq .0008$).

Listening Comprehension

Distribution of scores. The following tables report the distribution of scores from the cued-recall items on the tests of listening comprehension. Results indicate that almost 80 percent of the students were able to answer the two questions that tapped knowledge of word meanings and factual knowledge, and 75 percent of the students responded appropriately not only to the items that required them to interpret but also to evaluate and reflect upon what they heard. When listening comprehension performance as measured by the total number of cued-recall questions was examined, results showed that about 67 percent of the students responded correctly to 22 or more of the 31 questions. That is, almost seven out of every ten students achieved a listening comprehension score of 70 percent or more.

DISTRIBUTION OF SCORES, CUED-RECALL LISTENING COMPREHENSION

Meaning Vocabulary	Number of Students	Proportion of Students
0	4	4.5%
1	14	15.9%
2	70	79.5%

(out of a possible score of 2)

Literal Comprehension	Number of Students	Proportion of Students
1	2	2.3%
3	2	2.3%
5	5	5.7%
6	2	2.3%
7	9	10.2%
8	7	8.0%
9	8	9.1%
10	14	15.9%
11	11	12.5%
12	19	21.6%
13	7	8.0%
14	2	2.3%

(out of a possible score of 14)

Interpretation	Number of Students	Proportion of Students
0	4	4.5%
1	3	3.4%
2	7	8.0%
3	16	18.2%
4	21	23.9%
5	37	42.0%

(out of a possible score of 5)

Critical-Reflective	Number of Students	Proportion of Students
1	1	1.1%
2	3	3.4%
3	1	1.1%
4	6	6.8%
5	4	4.5%
6	10	11.4%
7	10	11.4%
8	15	17.0%
9	22	25.0%
10	16	18.2%

(out of a possible score of 10)

All Cued-Recall Questions	Number of Students	Proportion of Students
4	1	1.1%
7	3	3.4%
10	1	1.1%
11	2	2.3%
13	2	2.3%
14	1	1.1%
16	1	1.1%
17	4	4.5%
18	2	2.3%
19	5	5.7%
20	2	2.3%
21	5	5.7%
22	5	5.7%
23	5	5.7%
24	3	3.4%
25	8	9.1%
26	14	15.9%
27	7	8.0%
28	8	9.1%
29	8	9.1%
31	1	1.1%

(out of a possible score of 31)

Uncued Recall (Main Ideas). The oral retellings (uncued-recall) were examined according to the three activities: 1) how to play the game; 2) the story; and 3) the news report. Since the commercials were short, students were not required to retell the events. Item by item responses analyzed by main idea units found in the stimulus selections are included in Appendix B, with results for each task summarized below.

Explaining how to play the game. Almost 80 percent or more of the students explained: 1) how to play the game; 2) the object of the game; and 3) how to make up words that would count (four or more letters were required). Ninety-four percent of the students related at least one rule for playing the game, with 31.8 percent of the students stating one rule, 37.5 percent stating two, and 25 percent stating three or more. In describing scoring procedures for playing the game, 25 percent of the students remembered one key rule, while 60.3 percent of the students were able to relate two or more scoring rules.

Retelling the story. Seven main ideas were identified as being important in measuring story comprehension. Each of these ideas was recalled by a minimum of 70.5 percent of the students. Between 82 and 97.7 percent of the students were able to identify the key characters and between 71.6 and 85.2 percent related the four major story episodes, with over 70.5 percent including the story resolution in their retelling.

News report. In responding to the news item, 73.9 percent of the students recalled the gist of the report (that it was about a dogsled trip across the North). The percentage of students recalling other details varied from 36.4 percent (that the trip was difficult, taking place over a four-week period with temperatures reaching lows of 40° below), to 65.9 percent (itemizing at least one strategy dogsledders used for survival).

Speaking Ability. Speaking performance was assessed in conjunction with listening ability. That is, the stimulus for measuring speaking was a listening task. Students were asked to explain to a partner how to play a game, and to retell both a story and a news event. Speaking was not assessed in the listening to a commercial activity. Responses were rated as to content, organization, language and delivery using a scale of 1) inadequate; 2) adequate; or 3) superior. (See Appendix B for an explanation of these rating criteria.) Results are presented by task in the following discussion.

Game. Only content, organization and language were evaluated in the game-playing task. In terms of content, 48.9 percent of the students were rated as being able to explain sufficient major points (adequate), with 27.3 percent relating almost all points (superior), and 22.7 percent lacking sufficient information (inadequate). Sixty-eight percent of the students organized their explanations either adequately or in a superior fashion, and over 80 percent used adequate or superior language in telling their partners how to proceed in playing the game.

Story and News Report. Content, organization, language and delivery were measured in the story retelling. In all areas, 80-90 percent of students were rated as being adequate or superior in terms of speaking performance (79.6 percent for content, 79.5 percent for organization, 90.9 percent for language, and 86.3 percent for delivery).

Speaking performance in recalling the news report differed somewhat. For both content and organization, 62.5 percent of the students were rated as either adequate or superior; for language, 78.4 percent were judged adequate or superior; while for delivery, 76.1 percent were deemed adequate or superior.

Individual Reading Performance.

As in a traditional informal reading inventory (IRI), there were two alternative reading passages, one to be read orally and the other to be read silently. For this pilot study, there were five sets of passages, two at grade level (level 6) and two for each of the two grade levels above and below grade 6. The passages thus spanned levels 4 to 8. As is the practice in administering an informal reading inventory, for each passage attempted from level 4 to 8, students were rated by the examiner as being at frustrational, instructional or independent reading level. See Appendix B for the tests, results and for a description of the criteria for assigning reading levels. Depending upon reading ability, therefore, not all students were administered all passages. To facilitate data analysis, students were assigned a level from 3 to 9 as described in the table below.

Rating Scale Used to Assign Reading Levels

Rating	Description
3	- not judged "Instructional" at any level
4	- judged "Instructional" at 4
5	- judged "Instructional" at 5 and/or "Independent" at 4
6	- judged "Instructional" at 6 and/or "Independent" at 5
7	- judged "Instructional" at 7 and/or "Independent" at 6
8	- judged "Instructional" at 8 and/or "Independent" at 7
9	- judged "Independent" at 8

These ratings were then correlated with the students' other scores: 1) from the group reading test; and 2) the listening comprehension tasks. Results are indicated in the accompanying table.

CORRELATIONS BETWEEN PERFORMANCE ON THE INDIVIDUAL READING TEST (IRI) AND PERFORMANCE ON THE GROUP SURVEY READING TEST AND LISTENING COMPREHENSION TASKS.

SUBTEST	GROUP READING TEST	LISTENING COMPREHENSION TEST
Total Test	.528 (.0001)	.567 (.0001)
Meaning Vocabulary	.367 (.001)	.340 (.001)
Literal Comprehension	.447 (.0001)	.504 (.0001)
Interpretation	.298 (.009)	.527 (.0001)
Critical-Reflective	.440 (.0001)	.455 (.0001)
Study Skills	.258 (.024)	-
Cloze Passage	.472 (.0001)	-

NOTE: (1) numbers in parentheses are the p-values for testing the hypothesis H_o: R = 0 for the associated correlation coefficient

(2) n = 88 for the correlation with the cloze passage and the listening-speaking test; n = 77 for all other correlations

As shown, performance on the total individual oral and silent reading test correlated significantly with performance on both the total group reading survey test ($r = .528$, $p \leq .0001$) and total listening comprehension scores ($r = .567$, $p \leq .0001$). Examination of subtest scores revealed similar findings. IRI correlations between understanding word meanings on the group reading comprehension test and on the individually-administered listening comprehension tasks were $r = .367$ and .340, $p \leq .001$, respectively. Literal comprehension performance as measured by the group reading comprehension test and the individually-administered listening comprehension test correlated at the .447 and .504 levels, respectively ($p \leq .0001$). Correlations among the test scores for interpretive reading comprehension ability were $r = .298$ and .527, $p \leq .009$ and .0001; and for critical-reflective thinking $r = .440$ and .455, $p \leq .0001$. When study skills and cloze test performance on the group reading comprehension survey were compared with performance on the individual reading test, the correlation coefficients were $r = .258$, $p \leq .024$ and $r = .472$, $p \leq .0001$, respectively.

Distribution of Scores. Analysis of reading performance by levels as indicated in the accompanying table shows that 73.8 percent of sixth grade students were reading at or above grade level, with approximately 60 percent (57.9) of students reading above grade level, and 42 percent of these reading two or more levels above grade placement. While 26.1 percent of the students were reading below grade placement level, 15.9 percent of these could be described as corrective readers (reading one level below grade placement) and 10.2 percent as remedial (requiring specialized help).

READING PERFORMANCE

Instructional Level	Number of Students	Proportion of Students
3	5	5.7%
4	4	4.5%
5	12	15.9%
6	12	15.9%
7	14	15.9%
8	22	29.5%
9	8	12.5%

Word Recognition. Individual reading performance was analyzed by grade level for use of grapho-phonic, syntactic and semantic word identification cues. In interpreting this data it must be remembered that while 88 students were included in the sample, not all 88 were administered passages at each level. As illustrated in the table on the following page in which 1 represents "inadequate", 2 "adequate", and 3 "superior", results show that for those tested at or above grade placement levels, 47.7 percent (grade 6), 45.5 percent (grade 7), and 36.4 percent (grade 8) were judged to be fluent readers. Thirty-three percent of those reading one level below grade placement, on the other hand, were described as fluent, with only 14.8 percent of those reading two levels below grade placement (level 4) being classified as fluent readers. In terms of use of graphophonic, syntactic and semantic cueing systems, students were either adequate or superior in the use of each of the cueing systems, with no readers at level 4 being judged inadequate in the use of orthographic knowledge or grapho-phonic cueing systems.

USE OF WORD IDENTIFICATION CUEING SYSTEMS:

Levels				
4	5	6	7	8
Graphophonic				
1) -	3.4	5.7	8.0	1.1
2) 5.7	11.4	18.2	18.2	13.6
3) 3.4	3.4	5.7	4.5	3.4
Syntactic				
1) 1.1	2.3	8.0	4.5	2.3
2) 3.4	12.5	14.8	17.0	9.1
3) 3.4	2.3	3.4	4.5	4.5
Semantic				
1) 1.1	1.1	6.8	5.7	5.7
2) 4.5	13.6	13.6	15.9	11.4
3) 2.3	2.3	3.4	5.7	4.5
Fluent Readers				
14.8	33.0	47.7	45.5	36.4

1) inadequate 2) adequate 3) superior

Comprehension. The results of individual reading comprehension performance in terms of: 1) understanding word meanings (vocabulary); 2) recalling literal information; 3) being able to interpret text; and 4) thinking critically and reflectively are shown in the table below. Those students examined at level 4 were judged as being adequate or superior in meaning vocabulary, and literal, interpretive and critical-reflective thinking ability, with inadequacy levels ranging from only 3.4 to 8 percent, the latter figure pertaining to comprehension at the interpretive level. Reading comprehension strengths persisted at level 5 (meaning vocabulary - 46.6 percent, literal comprehension - 43.2 percent, interpretive - 34.1 percent, critical-reflective thinking, 38.6 percent adequate or superior). At levels 6 and 7, the trend was even more pronounced (meaning vocabulary - 52.3 and 53.4 percent; literal comprehension 53.4 and 67.1 percent adequate or superior; interpretive comprehension - 54.3 and 68.2 percent adequate or superior; and critical-reflective thinking - 62.5 and 65.9 percent adequate or superior respectively). At level 8, two years above grade placement level, the performance of students was judged to be adequate or superior not only in terms of vocabulary knowledge (38.6 percent), but also in terms of literal comprehension (52.2 percent), interpretive reading ability (47.7 percent), and critical-reflective thinking skill (48.9 percent).

ADEQUACY OF COMPREHENSION: VOCABULARY, LITERAL, INTERPRETIVE AND CRITICAL-REFLECTIVE THINKING

Levels*	4	5	6	7	8
Meaning Vocabulary					
1)	-	4.5	25.0	21.6	14.8
2)	14.8	34.1	31.8	37.5	26.1
3)	8.0	12.5	20.5	15.9	12.5
Literal Comprehension					
1)	3.4	6.8	23.9	6.8	1.1
2)	12.5	25.0	38.6	39.8	35.2
3)	6.8	18.2	14.8	27.3	17.0
Interpretive					
1)	8.0	14.8	20.5	5.7	5.7
2)	9.1	26.1	31.6	34.1	22.7
3)	5.7	8.0	22.7	34.1	25.0
Critical-reflective thinking					
1)	3.4	11.4	12.5	6.8	3.4
2)	11.4	25.0	34.1	26.1	20.5
3)	8.0	13.6	28.4	39.8	28.4

1) inadequate 2) adequate 3) superior

*Note: Not all students were assessed at every level.

CHAPTER 5

INTERPRETATION

Discussion in this chapter focuses on the interpretation of results. Performance on the 1985 Reading Assessment is considered by grade level first, followed by examination of comparison testing, the interpretation panel, the reading interest survey, the teacher questionnaire and the individual oral and silent reading, and listening and speaking tasks.

GRADE THREE

Generally speaking, the results of the grade 3, 1985 Reading Assessment indicate that present grade 3 students have advanced beyond the stages of beginning reading: performance was high on all tasks and in all skill areas measured by the test as explained below.

Task and Item Analysis

The first task required students to respond to a sequence of captioned pictures at literal and interpretive meaning levels. Sequencing is a basic skill required for the recall of episodes in narrative selections and historic events in social studies. The ability to sequence is also important in following directions in science experiments. Results indicate that two-thirds of the grade 3 students have mastered the ability to sequence from pictures, while almost all have mastered the ability to interpret meaning from pictures. Further, many students (50.2 and 48.9 percent for items 4 and 9, respectively) are capable of predictive reasoning and able to express those ideas appropriately in writing. In summary, half of the grade 3 students in the survey are able not only to interpret the main problem in a picture story but also to express important details in their own words.

Achievement on the children's literature selection, Sylvester and the Magic Pebble, was extremely high, suggesting that either children were familiar with the story and/or the extended length of text facilitated reading comprehension. The range of performance on the informational reading selection, Goats, on the other hand, illustrated that

this reading activity was most appropriate, challenging and realistic, in that it was able to discriminate between competent and less competent readers. For example, item 20 was a sophisticated literal level question requiring close and reflective reading which tapped the ability of the most competent readers. Similarly, the response desired in item 19 required both the careful interpretation of information in the text and the verbalization of the response in written form. This is in contrast to item 26, which demanded an open-ended response but was passage-independent: it could be answered on the basis of previous knowledge or background experience without having read the text.

The responses to the poem required considerable interpretation and performance was exceptional. All questions were answered correctly by at least two thirds of the students. Thus one of two conclusions can be made: the students have had experiences reading and interpreting poetry in their classrooms, or the questions were not challenging enough despite the demands on vocabulary and literal and interpretive reading abilities.

The test included a passage with conversation, which is very common in the kinds of selections found in developmental reading series. The performance of the grade 3 students on this task was very high. Only one item presented difficulty for almost two thirds of the students. The problem may be attributed to the question, however, there being only minimal differences among the response choices.

A similar reason seems to account for performance on item 41 in the selection dealing with the visit to the dentist. In general, performance on this selection was exceptionally high. At the same time, the very low performance in response to the open-ended question (item 43) illustrates the care with which items at this level must be phrased. The question called for an objective answer from the point of view of an audience at large. Many grade 3 youngsters are still at the subjective or egocentric stage of psychological development however, and are most likely to respond on the basis of their own personal experience visiting the dentist. In other words, most grade 3 students are unable to relate to the broader, all-encompassing context of the dentist's role as was required by the question.

Study skills. Grade 3 students demonstrated generally high competency with two types of study skills: locating information and using a table of contents. Although item 44 required the ability to categorize and label at a fairly sophisticated level of abstraction and presented difficulty for some students (approximately 50 percent), performance on the first item (item 27) demonstrated that 90 percent of third grade students can classify and locate information at concrete levels.

Cloze test. High scores on the cloze test reflect both the ability and the familiarity of grade 3 students with the cloze technique. As was expected, scores on the second cloze passage in which correct word substitutions could be chosen from among those on a list provided were approximately 25 percent higher. Applying the conventional criteria for interpreting cloze scores as instructional (40 percent) however, the performance of grade 3 students on the conventional cloze task, was proficient. Since students at the grade 3 level are quite able to generate appropriate responses on their own, it would appear that furnishing a word list is unnecessary and such a cloze task is not required, at this level.

Summary

Given the nature of the reading tasks and the vagaries of test items, the overall performance of grade 3 students ranged from satisfactory to very satisfactory, with understanding word meanings being an important strength. While there is a concern regarding performance on critical-reflective reading skills, the less-than-adequate performance can be traced back to the construction of the test. So few critical-reflective items were included that an appropriate interpretation regarding pupil performance in this area cannot be made.

GRADE SIX

In general the performance of grade 6 students on the reading survey test was satisfactory. This is especially significant when the format of the grade 6 test is considered. There were more open-ended questions at this level than at any of the other three levels surveyed. In addition, except for one question, study skill knowledge was measured solely by the ability to outline paragraph main ideas and list supporting details. Results are analyzed and interpreted in the following discussion.

Task and Item Analysis

The first task on the grade 6 test involved reading for information, the first item asking students to relate ideas across paragraphs and infer the author's purpose in writing the selection. Over 50 percent of the students responded appropriately to this item, while over 61 percent responded correctly to item 5 that similarly required an open-ended response. Approximately 24 percent of the students were able to suggest why the manufacture of plastic skeletons was of value.

Close examination of the test results revealed that the scoring was very stringent (item 6), and that ambiguity was evident in the alternate distractors for some of the multiple-choice items, item 2 for example. Item 4, to all intents and purposes was a grammatical question requiring students to discriminate between mold as a noun and mold as a verb. Sixty percent of the students nonetheless responded appropriately to the passage study skill question (item 7) measuring the ability to locate information.

Compared with performance on the open-ended items on the expository passage, performance on the open-ended items in the narrative selection was relatively high. Questions that purported to measure meaning vocabulary must be challenged, nevertheless. For example, over 61 percent of the students associated the word beauty rather than pride with vanity (item 11), and over 35 percent confused the meaning of humiliated and annoyed (item 14), both questions demanding very subtle discriminations between word choices that had similar connotations in the story.

the story. On the other hand, word recognition difficulty may explain the relatively poor performance of 56 percent on item 13 which contained the word chaos.

Performance on the advertisement items was generally high, although the no-response rate for item 22 that required students to list persuasive words was almost 35 percent. Reasons for this relatively high no-response rate ranged from suggestions that students may have been unfamiliar with this type of task, to failure to understand, or to indifference.

For the poetry selection in contrast, almost two-thirds of the students on average read and responded appropriately. Twenty percent of the students were able to respond to the imagery and verbalize how the word carve might be associated with toboggans and winter (item 28).

Similarly, performance on questions related to the science passage was generally high, although the fact that students were highly familiar with the subject matter might be a contributing factor. The topic Dew is included in the sixth grade science curriculum. Nonetheless, the results suggest that grade six students are capable of reading and interpreting science material that is within their experiential background.

Study skills. Overall, the response to the study skill question was very good. Students were required to outline a two-paragraph selection on Water Pollution by inferring the main ideas and by listing important details. Approximately two thirds of the students were able to list the important details in paragraph two, and almost 50 percent or more of the students responded correctly to the two main ideas and to the supporting detail in paragra h one, indicating a very respectable performance for this skill at this level.

Cloze test. Exact-word scoring was used to assess comprehension performance in the cloze task, exact-word scoring being more reliable than synonym scoring. Mean performance was 54.1 percent, which is very satisfactory given that scores falling between the criteria of 45 and 56 percent denote that the stimulus material is at the student's instructional reading level and scores of 57 percent or more that the student can handle the material independently (Bormuth, 1968). Results indicating that over 42 percent of the sixth-grade students tested could comprehend the text at an independent level are highly commendable.

Summary

Again, both the limitations of a pencil and paper format for assessing reading and the short time-frame for carrying out the test must be considered in the evaluation of any reading performance. Within these constraints, the grade 6 students demonstrated satisfactory performance. When the number of open-ended questions that required students to express answers in their own words is also considered, then the conclusion is that the grade 6 students performed most satisfactorily on this paper and pencil survey.

GRADE NINE

The overall impression regarding student performance at the grade 9 level was that results were satisfactory. The mean performance for understanding word meanings was 78 percent and for the study skills, 84 percent. Although the average score for literal comprehension was 66 percent, analysis showed that in some cases literal level questions were more demanding than some of the interpretive and critical-reflective questions. Scores for interpretive and critical-reflective thinking skills, in turn, fell within the 51 and 67 percent levels which was interpreted as being realistic, given the selections presented, the highly sophisticated reading skills measured, and the type of test administered to the grade 9 students across the province.

Task and Item Analysis

The first task on the grade 9 survey reading test was a newspaper editorial and subsequent response in terms of a letter to the editor. Based on the results, the content was deemed to be both interesting and timely. Items not only discriminated appropriately between competent and less competent readers but also tapped the more demanding and sophisticated reading-thinking skills. It should be noted, however, that test item 3, requiring critical discrimination between fact and opinion, was not answered appropriately by a relatively large number of students. A higher number of correct responses was expected at this level for this type of question.

Performance on items relating to the poem was most satisfactory, suggesting that grade 9 students were able to interpret poetry and respond accurately in terms of reflecting a poem's tone, mood and images.

In the selection that required students to read and follow directions, entitled Kraft Pizza, results were also indicative of very high performance. With the exception of item 15 that necessitated very close reading to discriminate among the types of pizza pans, accuracy of performance (between 82.7 and 88.2 percent) suggests that the text reflected such high topic familiarity that the results may most likely

be attributed to high prior knowledge, that is, questions could quite likely be answered without having to read the passage.

In terms of interest and theme, the narrative selection in the ninth-grade test was excellent with a realistic range of performance, from 48.8 to 85.7 percent. It needs to be pointed out that performance on the open-ended question (item 17) was low, due in part to very stringent scoring.

Study skills. Study skills were assessed by means of presenting a timetable labelled Indoor Arena Skating Schedule. The very satisfactory performance in relation to interpreting such a schedule implies that students were familiar with the format and are adept at reading for this kind of information.

Reading an advertisement measured the ability to detect the use of propaganda devices. Performance, which fell between accuracy levels of 42.6 and 92.6 percent, again reflected an appropriate range of expected responses for this type of task.

The ability to follow directions and read informational science material was measured by the passage on how to make a homemade barometer. With the exception of item 40, which was an ambiguous question, performance realistically reflects student ability to deal with science-based, expository text.

Cloze test. The passage chosen as the basis for measuring cloze performance was a "tongue in cheek" selection. In spite of such a sophisticated genre, students did well, the average score of 47.8 percent being well above Bormuth's criteria of 42 percent for establishing a pupil's instructional level.

Summary

Given the difficulties of reliably and validly testing a wide range of reading behaviours within a test lasting approximately one and one-half hours, results at the grade 9 level were satisfactory. Only five questions measured critical-reflective reading however, and these do not adequately assess performance in this important area. Scores obtained on the basis of such a few subtest items must therefore be interpreted with caution. On the other hand, average scores of 66 and 67 percent obtained for literal comprehension (13 questions) and interpretation (11 questions) respectively are quite realistic and satisfactory, given the representative sample of grade 9 students.

GRADE TWELVE

When the performance of students enrolled in English 300 and English 301 is combined, mean performance on all reading assessment subtests (meaning vocabulary, literal comprehension, interpretative and critical-reflective thinking), was highly acceptable (ranging from 66.6 to 72.3 percent). Mean cloze performance was 44.8 percent indicating students were reading at the instructional level. Results by subtest are interpreted as follows.

Task and Item Analysis

In responding to a newspaper advertisement, performance on the first three items was unusually high (80.9 to 97.2 percent), suggesting that the items unsuccessfully discriminated between competent and less competent readers. In contrast, performance on the final question, item 4, was realistic, the scores reflecting the wide range of competencies typical at the grade 12 level.

The ability to read informational material was assessed through a high-interest, magazine article focusing on a current theme - careers in a technological age. With the exception of item 12, performance on this task was satisfactory. Responses to item 12, however, suggest that students may have given the article only a cursory reading. In spite of the explicitly-stated reason that automation will increase the number of jobs a person will have in a lifetime, students reacted emotionally to the negative and depressing implications of the article which implied that with automation, many jobs will become obsolete and overall employment levels will decrease.

Interpreting the performance on item 15 (47.8 percent for levels 300 and 301 combined), on the other hand, can be misleading. Students were required to explain in their own words the implication the article had for their own future and tell why. There was a high no-response rate and a number of carelessly contrived answers. Lack of motivation and misreading the directions for the task (explain the implications) are possible reasons for students not attempting the question. Responses to the poem, Professional Amnesia, contrary to expectations, were highly satisfactory. Questions discriminated appropriately between competent

and less competent readers. Despite the fact that English 301 students do not study poetry, their general performance compared favourably with that of 300-level students, with over 73 percent of the students catching the sense of "emptiness" experienced by the principal character.

Mordecai Richler's short story proved to be an interesting narrative selection as confirmed by the highly satisfactory overall performance on questions relating to this text. Responses to item 33, a vocabulary item associating consternation with dismay, fell short of what was anticipated, however. In this item students may have been confused by the syntax of the stimulus question: "He would watch...silently, with longing, and burning hope and consternation", which in total suggests desire rather than dismay. Failure to respond appropriately may have been due to the author's literary style and not the result of failure to understand the meaning of the word consternation itself. Again, there was a high number of no responses to the open-ended question, item 38. Both motivation and the directive to write a brief paragraph may have been the cause. In spite of this fact, scoring was based on the variety of ideas presented. Overall performance for levels 300 and 301 combined was 54.3 percent, which is a realistic outcome.

Cloze test. Results indicate that students found the task both interesting and motivating, average performance falling within the instructional level for both 300- and 301-level groups and for both groups combined.

Summary

Despite concerns regarding individual test items in terms of the wording of the question items, generating appropriate distractors, and ensuring questions appropriately discriminated between competent and less competent readers, overall results are satisfactory. Further, the test had sufficient items to pique and intrigue. The evidence to support this conclusion is in the following facts: almost 70 percent of the students responded appropriately to four of the six meaning vocabulary items; over 83 percent responded appropriately to six out of the ten literal level comprehension questions; approximately 78 percent responded correctly to ten or more of the 17 interpretive level

questions, and approximately 70 percent responded correctly to four of the six critical-reflective thinking items.

The performance of 301-level students was especially interesting, with 21 percent of the 301-students performing at higher levels than 50 percent of the 300 level students. There is some question therefore as to the program placement of these students. Further, 301 students do not take either poetry or drama, yet their performance on the poetry section was satisfactory. Taken together, the student performance, the stimulating test selections and tasks, and the need to construct a test to challenge even the most able students, the performance of grade 12 students was quite satisfactory.

COMPARISON TESTING

Results of the comparison testing, in which selected items from the 1980 Reading Assessment were re-administered to a separate sample of students in 1985 indicated that the performance of grade 3 and grade 9 students on both multiple-choice and cloze test items improved significantly and the performance of grade 6 and 12 students did not meet previous standards (except for English 300 cloze test results). An overall downward trend in scores is evident at grades 6 and 12. Actual scores for each grade level, broken down by subtests, are included in Appendix C. (Comparison data were analyzed by the Statistical Advisory Service of the University of Manitoba.) Although some differences may be attributed to sampling error, it is difficult to explain the score discrepancies (in either direction) with any certainty.

INTERPRETATION PANEL

An interpretation committee, composed of classroom teachers and supervisors recommended by the Joint Committee on Evaluation and the language arts consultants in Education Manitoba, was convened to review the test with the object of obtaining an unbiased interpretation of the reading assessment results. The committee was divided into four subcommittees, one for each of the grade levels in the assessment. Complete information regarding the directives to the committee is included in Appendix D. Members were to review test questions item by item and estimate the minimum percentage of students they thought must answer a question correctly to represent desirable performance. After a consensus regarding appropriate performance levels for each question and each subskill measured was reached, that value was compared with students' actual performance and used to rate performance on a five-point scale (see Appendix D).

The results of such an interpretation must by viewed with caution in view of the process of test construction, however. During the development of test items, questions were reviewed by the respective Technical Advisory Committees and the tests were developed so that some items would be correctly answered by practically all of the students and others correctly answered by only the most able students (perhaps ten percent of the total sample). The standards set by the Interpretation Panel regarding performance on the individual test items, as well as their general impressions of each subtest within the tests for each grade level, are thus perhaps too stringent. (Refer to Appendix D for ratings established by the Interpretaion Panel.)

INTEREST SURVEY

One of the objectives of the reading curriculum is to develop life-long reading habits. Combining reading instruction with recreational periods in which students are free to choose their own reading materials not only enhances the development of reading skill but promotes reading as a worthwhile life-long leisure-time activity. The aim of the 1985 student interest survey was to help inform teachers of student reading preferences and to assist in the development of class-

room atmospheres conducive to various types of reading by having available material that students themselves choose.

Interests change across grade levels. While grade 3 students identified animal stories as a preference, sixth-grade students prefer funny, humorous material and mysteries; and ninth graders favour adventure stories, mystery and horror novels. Twelfth-grade students also choose adventure, mystery and horror stories as the type of fictional material read most often, but they include an additional category, romantic novels. Both non-fiction and magazine preferences of grade 9 and 12 students are similarly identified in the survey.

In selecting books, grade 6 students reported they choose a particular book because a friend liked it or they like the author. In contrast, grade 9 and grade 12 students indicated that although they might read a book on someone else's recommendation or because they like the author, the cover or summary of the book's contents on the back is a decisive factor in selecting books to read.

Overwhelmingly, the survey indicated that students both enjoy reading and realize that reading both informs and entertains. Books are read more often than newspapers and magazines at lower and intermediate grade levels, but at the same time, an interesting finding was that the percentage of students who read newspapers increases rather dramatically from grade 9 to grade 12.

Most striking about the interest survey was the fact that responses indicate that as students move upward through the grades more reading is done at home than at school. Results, however, may reflect the absence of class libraries at junior and senior high levels and the failure of language arts teachers to schedule periods for recreational reading and book-sharing. The survey reveals that public libraries are comparatively low on the list of sources of reading material. This may be a reflection of the absence of public libraries in many communities. Finally, the survey reveals that personal enjoyment outranks all other reasons for reading.

In general, the reading interest survey suggests that Manitoba teachers have been successful in demonstrating that reading is a satisfying and rewarding pastime and that an important step in developing lifelong readers has been taken in the schools.

TEACHER QUESTIONNAIRE

Results of the teacher questionnaire suggest that Manitoba teachers are confident regarding both the content and delivery of the reading-language arts program if administrative time is provided to facilitate planning, and materials and resources are available. The Manitoba curriculum guides are used as the primary source for formulating objectives, and these in turn are modified to meet individual pupil needs. An interesting trend at upper levels is the practice of providing instructional goals and levels in written form both for students and parents. While whole-class instruction seems to be the most prevalent grouping procedure, there are also flexible grouping practices insuring that not only ability, but interests and social needs are considered.

Teachers use a wide variety of resources to enhance instruction in language arts, supplementing published basal language arts series with content area texts, as well as reading kits, trade books and audiovisual materials. One conclusion that can be drawn from this evidence is that an eclectic, integrated approach to instruction is being employed as teachers strive to vary both their teaching approaches and their use of materials. While many teachers believe library facilities are excellent, inadequate library resources are cited by approximately 20 percent of respondents. It is not clear in these cases, however, whether respondents are referring to classroom or school libraries.

At lower grade levels, teacher observation and end-of-unit tests are identified as the most commonly-used procedures for assessing student progress, whereas at the grade 12 level, unit tests, examinations, oral assignments and written exams are most commonly used. A difficulty in interpreting these results is that no definitions were provided in the questionnaire to distinguish among the procedures. All evaluation may be categorized as observation, for example, and tests classified as evaluation mechanisms. Thus analyzing performance on workbook assignments, unit tests, oral, written and teacher-made examinations could fall under one rubric: observation. Responses to the questionnaire indicate, nevertheless, that more informal evaluation procedures such as the administration of informal or group reading inventories, are not commonly used, despite their power and efficacy.

The general trend in evaluating student performance seems to be to de-emphasize standardized tests and final examinations in favour of administering regular teacher-made tests which monitor pupil progress on a continuous basis. Such a practice is praiseworthy because it provides maximum opportunities for instructional intervention.

Folders and charts are listed as the primary means of keeping records of pupils' recreational reading. It is assumed that spontaneous remarks, interviews, and pupil-reading records in the form of binders or file cards constitute "other" unspecified means. The questionnaire fell short in not defining certain terms clearly and not identifying recreational reading record-keeping procedures more specifically. In spite of the drawbacks of the questionnaire instrument itself, the survey reveals that most teachers endeavour to keep track of recreational reading through some realistic procedure.

To improve their own performance, teachers make contact with other teachers, use in-school preparation time and employ various instructional materials. The provision of paraprofessionals, support from administrators and language arts consultants, and further professional training were identified as beneficial instructional supports. In contrast to conferences or school in-services, division-level in-services were preferred. Questionnaire results regarding professional development seem to be indicating that, in general, teachers prefer in-services that are relevant, practical and have an immediate impact upon instruction.

LISTENING, SPEAKING, AND ORAL AND SILENT READING

As in the group-test findings at the sixth-grade level, overall results of the individually-administered listening-speaking, and oral and silent reading tests also indicate that students are performing well. Individual test results confirm group-test findings. A closer examination of individual test results follows.

Listening, and Oral and Silent Reading.

Subskills measured on the individually-administered listening comprehension tasks paralleled meaning vocabulary, literal, interpretive

and critical-thinking items on the group reading test. The fact that statistically significant correlations were found between both listening comprehension and reading comprehension scores cross-validates the two measures.

Speaking

The speaking performance of the majority of sixth-grade students was judged to be adequate or superior. In spite of these findings, some concerns arise over differences in both the content and organization of recall in retelling events from a news report (expository material) as compared with retelling story episodes (narrative text). The differences suggest that students are perhaps more familiar with narrative than with informational text and that greater instructional focus might be placed on teaching students how to improve their recall of informational material.

Reading Performance

The vast majority of grade 6 students are reading at or above grade level. Approximately 15 percent of students require additional teacher attention in terms of adapting material to meet their instructional level or providing short-term, intensive instruction in the classroom, either in small groups or tutoring pairs, to upgrade word recognition and comprehension skills and strategies. An additional 12 percent of the students who are reading two years below grade level will require specialized help to upgrade their reading performance. The one-to-one assessment nonetheless established that by and large the majority of grade 6 students are fluent readers.

Conclusion

The statistical similarity in performance between the subgroup sample and the total sample and the significant correlations between reading survey and listening comprehension performance suggest that total group performance might be projected or generalized from individual test performance. With the results of the individual testing often interpreted as being more realistic because such confounding factors as motivation and attention are better controlled in a one-on-one situa-

tion, there is a need to re-examine the place of each of these types of tests in a province-wide assessment.

Individual testing represents a more professional, edumetric as opposed to psychometric, approach to measurement because feedback is immediate, performance-providing, diagnostic information that can be directly applied in subsequent instruction. Furthermore, including items that measure listening and speaking ability furnishes an additional rich source of information to use in a diagnosis of reading performance. A student may be experiencing difficulty with listening as well as reading comprehension, for example. Similarly, an inadequate speaking vocabulary may be the cause of an inadequate reading vocabulary. Knowing about listening and speaking achievement thus has important implications for developing corrective and remedial programs and providing for individual instructional needs. Since the overall comparisons among the group test and the individually-administered tests showed no significant differences, results wholeheartedly support the efficacy of the individual tests.

Reference

Bormuth, J. (1968). Cloze test reliability: Criterion referenced scores. Journal of Educational Measurement 5(3), 189-96.

CHAPTER 6

RECOMMENDATIONS

The following recommendations are based on the results of the reading assessment test, the reading interest survey, the teacher questionnaire, comparison testing, and the individual listening-speaking and oral and silent reading test that was administered to sixth grade students. Recommendations address first the responsibilities of classroom teachers, then the school divisions and Manitoba Education, and finally, teacher-training institutions.

CLASSROOM TEACHERS

General Comprehension Instruction

Although results overall suggest that students do relatively well in terms of passive reading and answering recognition-type questions, they also suggest that performance drops when students are required to organize and write responses on their own. These discrepancies in performance on multiple-choice items and items in which students have to generate their own responses are to some extent commensurate with findings in comprehension research studies, however. Such studies suggest that during comprehension instruction, children spend a great deal of time completing workbook-like exercises that, in the main, focus on multiple-choice tasks and that teachers assess children's responses to reading selections rather than teaching them to evaluate and reflect on what they are reading.

The results of the 1985 Reading Assessment indicate that students perform relatively well in terms of answering multiple-choice items that assess reading comprehension; however, the drop in overall performance when students are required to generate their own responses is a concern. Instructional efforts must be directed toward enhancing oral and written responses to questions, and teachers must assume responsibility not only for conducting pre-reading discussions to build or activate a background for the information in the text, but also for carrying discussion to clarify and extend meaning

both during and after reading. Such instructional strategies as finding out what students know about the topic prior to reading, having them predict what the text will be about, followed by making comparisons regarding the discrepancies between what they expected to learn and what they learned after reading are important teaching procedures to enhance comprehension and recall. To this end, a greater proportion of higher-order questions that elicit open-ended responses and cause students to reflect and consider will insure topic involvement. Similarly, asking questions that elicit more than one-word answers and requiring students to elaborate on and explain answers, including citing evidence from the text, provide opportunities for students to express their ideas and increase their language facility. An alternative procedure, having students formulate their own questions prior to and during reading (Manzo, 1969, Palinscar, 1984), also guarantees involvement in the learning situation. This integration of reading with listening and speaking is fundamental to the philosophy of the present Manitoba curriculum.

Comprehending Expository Text

Most children have had experiences with narrative text. Performance on the 1985 Reading Assessment nevertheless suggests that students have had relatively little instruction in the reading of non-fiction, expository-type text and that more instructional emphasis needs to be placed on listening to and then reading and responding to informational material.

Comprehension, nonetheless, is text-specific. There was some evidence, especially in the individual testing at the grade 6 level, that students do not read to understand and remember but, rather, to answer a teacher's specific questions. Students need to learn how to recognize and use the author's organizational pattern in helping them remember what they have read. Skills and strategies that have the potential for increasing comprehension and recall across different texts, such as the ability to take notes, outline and summarize information, require direct, explicit instruction. In addition, students need to realize that finding time to read the text, then reciting and reviewing the information in the text, will enhance retention and test-taking performance.

Thus, to emphasize a constructive model of the reading comprehension process, even at lower levels, students should be taught metacognitive strategies: to activate their own knowledge prior to reading (Hansen, 1981; Hansen and Hubbard, 1984; Zakaluk, Samuels & Taylor, 1986), to follow the author's organizational pattern to enhance recall, and to rehearse and practise to improve their memory of the material. Competent readers are consciously aware of the necessity to apply such metacognitive strategies to enhance their understanding and performance and deliberately exercise these strategies to facilitate their own thinking and learning.

Critical-Reflective Thinking and Comprehension

If people are going to make intelligent decisions in a technological age regarding which political candidate to support, what products to buy and what television programs to watch, they must be able to react critically. Critical thinking is also required in reading. Students need to develop a questioning attitude about what they read. Although there may have been insufficient items at any one level to conclude definitively that pupils are deficient in critical reading skills, there was some evidence that students were unable to differentiate fact from opinion. Questioning the author's purpose, discerning whether the information is presented logically or emotionally, distinguishing between fact and opinion, and establishing the author's credibility are important questions for discussion. Establishing critical-reflective thinking abilities along with questioning attitudes is not only important to reading but is also essential in a free society.

Meaning Vocabulary

While at some levels in the Reading Assessment there were too few items to make generalizations regarding pupil performance in understanding word meanings, knowledge of word meanings is basic to reading comprehension. Wide reading is, perhaps, the best means for improving vocabulary. Accordingly, scheduling class time for library browsing and recreational reading, plus sharing responses both to literature and informational texts are important curricular components. In addition to hypothesizing word meanings from context, instructional activities that stress associations among words and

ideas, such as semantic webbing (Pearson & Johnson, 1978), questioning how words are related (Beck & McKeown, 1983), and analyzing semantic features (Pearson & Johnson, 1978) are very effective. Screening tests for selecting words for intensive instruction from among the vast number of choices are: 1) rating words on a scale of 1 to 4 as to their conceptual difficulty (words related to complex concepts being chosen), and 2) trying to talk about a word for more than one minute without mentioning it (if the word has to be stated, it is a difficult word). Words that pass these screening tests are the words that merit attention, the best time for introducing a new word being when a schema for the topic has already been established (Nagy, 1986).

What the results of the 1985 Reading Assessment seem to suggest is that there are gaps in the comprehension abilities of some students. The implication is that, with a direct-explicit instructional approach (Duffy, Roehler & Mason, 1984; Pearson, 1985), such gaps can be eliminated. With the implementation of specific instructional approaches for integrating listening, speaking, reading and writing inherent in the curriculum, the main objective of the 1982 Manitoba curriculum will be fulfilled.

SCHOOL DIVISIONS

Student Motivation in the Reading Assessment

One of the factors that could have confounded assessment results, according to teachers on the Technical Advisory Committee who were involved in the testing, was lack of student motivation, especially at upper levels. Performance on the provincial assessment has no influence on report card marks or grades in many school jurisdictions. Some students, therefore, may assume a less-than-serious attitude toward the assessment and fail to put forward sincere, positive efforts. To mitigate against the possibility of this happening in future years, it is suggested that:

1) total class groups participate in the assessment, even though only a random number of test protocols are to be forwarded to Manitoba Education; and

2) principals meet with students, classroom by classroom, to discuss the importance of the survey test and insure a more responsible approach to the task, informing students that the assessment is one means by which school divisions monitor pupil progress, evaluate curriculum implementation, and identify division-wide instructional needs.

Language for Learning

If a student is to read with comprehension he or she must have mastery of the language - the words and word patterns - which are the vehicles whereby concepts in the various subject areas are expressed in written form. All teachers should be encouraged to examine the role that language plays in their particular subject and to give their students the opportunity to use their own language as the bridge to the knowledge contained in the course texts i.e., students will talk, listen and write their way into reading.

It is recommended that teachers be given increased opportunity to communicate with teachers in other subjects to insure that students receive consistent instruction in using language to extract meaning from informational texts.

Curriculum Implementation

In general, the 1985 assessment found that many students experience greater difficulty responding to questions that require them to formulate responses in their own words rather than to choose the correct answer from a given list. Since the major emphasis of the English language arts curriculum is on assisting students in developing their thinking skills, and using their language to express results of that thinking, it is recommended that every effort be made to support teachers in implementing the curriculum.

Libraries

Although teachers generally reported that library services are either adequate or superior, they also noted concerns regarding library services. As a result of these concerns, it is recommended that:

1) given the importance of libraries to the development of reading skills, every effort should be made to insure that students and staff have access to well-stocked, up-to-date, and professionally-staffed libraries.

MANITOBA EDUCATION

Manitoba Education is to be commended for including open-ended questions rather than just multiple-choice items and for attempting to undertake individual testing. Further refinement of test items, however, is still required. It is therefore recommended that Manitoba Education undertake to improve future tests and consider the following points:

1) that test development take place over an extended period of time - two to three years;

2) that a full year be taken to develop relevant test items, pilot the test, conduct an item analysis, refine items in the light of that analysis and re-pilot the test;

3) that a sufficient - number of items be present to test all reading domains meaning vocabulary; literal, interpretive, and critical-reflective thinking; and the study skills - and that each domain has a reasonable number of questions;

4) that consideration also be given to the development of shorter tests that centre on only one of the reading domains, either critical-reflective thinking skills or meaning vocabulary, for example;

5) that both the student reading interest survey and the teacher questionnaire be further refined, since the consensus was that both surveys yielded useful information; and

6) that the efficacy of employing interpretation panels to adjudicate test results in future assessments receive careful consideration.

As the summary comments within each grade indicate, a one-to-two hour test purporting to examine various, often-times complex, reading skills has too many shortcomings to be used. The alternatives are either:

1) to extend the test and increase the administration time, which has proven in the past to be neither economical nor feasible; or

2) to select one grade level each and randomly select a sample that is representative of the Manitoba school population and administer relevant individual oral and silent reading, listening-speaking tests to that group.

This second approach to assessment not only reflects the current integrated approach to reading instruction, but it also provides concrete and detailed information regarding specific reading, listening and speaking skills that has instructional relevance. A further recommendation for the Curriculum Assessment Section of Manitoba Education, therefore, is to continue to include and even place more emphasis upon individual testing.

Curriculum Development and Implementation Branch

In addition to the instructional needs identified in the recommendations for classroom teachers, it is advised that:

1) the current level of curriculum consultative support services in reading and language arts be increased in order to continue to provide and expand upon the current high level of consultative leadership and teacher support provided across the province.

2) consultants offer leadership in the development and delivery of reading workshops focusing on various instructional procedures such as learning strategies, questioning techniques, and teaching students to detect and use the organizational patterns in text to facilitate comprehension and recall.

3) consultants provide leadership in the development of materials for evaluating oracy and the planning of workshops to assist teachers in the use of these evaluation materials and procedures.

FACULTIES OF EDUCATION

It would be useful for the four teacher-training institutions across the province to make every effort to increase collaboration with each other, with Manitoba Education, and with practising teachers.

Graduate Teachers

Results of the teacher questionnaire indicate that a professional development role is not attributed to the universities. Universities are instead perceived by many as the places where one becomes certified, the granting of a degree being seen as the culmination of the academic focus in one's teaching career. Yet professional training is never-ending. It is recommended therefore that the universities and their staff:

1) work directly with classroom teachers and particular school divisions on a more on-going basis;

2) become involved in and work with individual classroom teachers in conducting action research; and

3) launch field courses that focus on classroom action research, integrating theory with practice and thereby providing on-going professional development and the improvement of instructional expertise.

Teachers in Training

Given the importance of reading across levels and content areas and the thrust of language into every facet of learning, it is recommended that:

> teachers in training at the undergraduate level be required to take courses in reading, especially those students who plan to teach at the secondary level (most elementary level students already having included such courses in their programs) and that such courses include the study of the role of language in learning, both as the means by which teachers convey knowledge during instruction and the means by which students respond to demonstrate understanding of that knowledge.

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APPENDIX A

TEACHER QUESTIONNAIRE

READING ASSESSMENT PROGRAM 1985

TEACHER QUESTIONNAIRE

____ ____ ____ ____

This confidential questionnaire is designed to obtain information on the goals, methods, materials, and evaluation procedures employed by Manitoba Language Arts teachers.

Please answer this questionnaire as a Language Arts teacher for grade _____.

PLEASE NOTE: **IT IS IMPORTANT FOR THE SAKE OF RANDOMNESS THAT YOUR REPLIES REFER ONLY TO THE GRADE SPECIFIED ABOVE.**

Office Use Only

1. Rank order the sources you use as major references in forming the goals and objectives of your reading program (1 = used most, etc.):

- ☐ Manitoba Curriculum Guide — ☐ 1
- ☐ Manuals of integrated Language Arts series — ☐ 2
- ☐ A Checklist of Skills (specify) _____ — ☐ 3
- ☐ Textbook on Developmental Reading (specify title) __ _____ — ☐ 4
- ☐ Student need — ☐ 5
- ☐ Other (identify) _____ — ☐ 6

2. Are your course goals and objectives available in writing for

	YES	NO	
yourself?	☐	☐	☐ 7
administration?	☐	☐	☐ 8
students?	☐	☐	☐ 9
parents?	☐	☐	☐ 10

☐ 11 ☐ 12 ☐ 13

☐ 14

☐ 15 ☐ 16

☐ 17

☐ 18

☐ 19

☐ 20

3. Indicate the three kinds of teaching groups you use most frequently. **(Check three)**

- ☐ Whole class — ☐ 21
- ☐ Fixed ability small group (e.g., above average, average, etc.) — ☐ 22
- ☐ Interest small group — ☐ 23
- ☐ Flexible instructional small group (for specific purposes) — ☐ 24
- ☐ Social small group to encourage greater participation — ☐ 25

4. How adequate are the library facilities available to you in your school? **(Check one only.)**

- ☐ Our school has no library — ☐ 26
- ☐ Our library is inadequate
- ☐ Our library is adequate
- ☐ Our library is excellent

5. Rank order the major resources you use in your instructional reading program (1 = used most, etc.):

- ☐ Integrated L.A. basal series — ☐ 27
- ☐ Integrated L.A. basal series and reading kits — ☐ 28
- ☐ Integrated L.A. basal series & supplementary materials — ☐ 29
- ☐ Trade books — ☐ 30
- ☐ Reading kits — ☐ 31
- ☐ A.V. material, records, games — ☐ 32
- ☐ Content subject texts — ☐ 33

☐ Other (please specify)_____ ☐ 34 ☐ 35 ☐ 36

☐ _____ ☐ 37 ☐ 38 ☐ 39

☐ _____ ☐ 40 ☐ 41 ☐ 42

6. Rank order the five main types of evaluation procedures you use in your teaching (1 = used most, etc.)

☐ Standardized achievement tests ☐ 43

☐ Standardized diagnostic tests ☐ 44

☐ Informal reading inventories (IRI) ☐ 45

☐ Interviews ☐ 46

☐ Questionnaires ☐ 47

☐ Self-concept inventories ☐ 48

☐ Interest inventories ☐ 49

☐ Group informal inventories ☐ 50

☐ Teacher observations ☐ 51

☐ Student self-evaluations ☐ 52

☐ Oral assignments ☐ 53

☐ Final examinations - oral ☐ 54

☐ Final examinations - written ☐ 55

☐ Criterion-referenced tests ☐ 56

- ☐ Workbook assignments ☐ 57
- ☐ Unit tests ☐ 58
- ☐ Peer evaluations ☐ 59
- ☐ Teacher-made examinations ☐ 60
- ☐ Other (please specify) _____ ☐ 61 ☐ 62
- ☐ Other (please specify _____ ☐ 63 ☐ 64
- ☐ Other (please specify) _____ ☐ 65 ☐ 66

7. Rank order your record-keeping procedure for keeping track of students' recreational reading (1 = most commonly used, etc.)

- ☐ Folders with a record of titles ☐ 67
- ☐ Bar graphs recording quantity ☐ 68
- ☐ Charts recording type being read (e.g., sports, realistic, fiction, etc.) ☐ 69
- ☐ Other (please specify) _____ ☐ 70 ☐ 71

8. Rank order the following in terms of contribution you feel they could make towards improving your own Language Arts program (1 = most important, etc.)

- ☐ Paraprofessional support help (e.g., teacher's aide) ☐ 72
- ☐ Professional support and services (e.g., reading clinician) ☐ 73
- ☐ Further professional training ☐ 74
- ☐ Greater contact with other teachers through classroom visits, planning meetings, etc. ☐ 75
- ☐ Greater availability of instructional materials ☐ 76

☐ More in-school preparation time

☐ Other (please specify)_____

77

78 79

9. Rank order the value to you of the following professional developmental experiences (1 = most useful, etc.):

☐ S.A.G. conferences (in Language Arts) 80

☐ School-organized inservices 81

☐ Divisionally or regionally organized inservices 82

☐ University courses in Language Arts methods 83

☐ Others (please specify) _____ 84 85

Thank you for your assistance. Please return this questionnaire in the enclosed self-addressed envelope.

READING - TEACHER QUESTIONNAIRE - Grade 3

1. Reference sources for goals and objectives (rank order used most - least.

	1	2	3	4	5	6	N/A
Manitoba Curriculum Guide	42.7	25.3	13.5	12.2	3.2	-	3.0
Integrated L.A. Manuals	32.8	20.8	30.9	5.8	0.6	-	9.0
Checklist of Skills	2.6	15.5	14.4	17.4	3.9	-	46.4
Developmental Reading text	1.9	0.6	5.2	8.4	12.9	-	71.0
Student need	19.5	35.4	26.0	7.1	1.3	-	10.7
Other -	1.3	-	2.6	0.6	0.6	2.6	92.3

2. Are G. & O. available in writing for

	YES	NO	N/A
yourself?	83.7	16.3	-
administration?	68.9	27.3	3.9
students?	36.3	49.8	13.9
parents?	48.5	38.4	13.1

3. Kinds of teaching groups used (check 3)

	1	2	3	N/A
Whole class	91.0	1.3	1.3	6.4
Fixed ability group	67.2	-	3.2	29.6
Interested small group	17.2	-	1.9	80.3
Flexible instruction group	80.7	1.9	-	17.4
Social small group	33.7	1.9	-	63.7

4. Library

NO	INAD	ADEQ	EXCELL	N/A
2.8	17.2	58.2	21.9	-

5. Major resources (rank order: used most - least)

	1	2	3	4	5	6	7	8	N/A
Integrated L.A. basal series	**21.0**	8.4	5.2	-	0.9	0.6	2.6	0.6	60.7
Integrated L.A. basal series & reading kits	6.0	**6.4**	6.4	4.1	0.6	3.9	-	-	72.5
Integrated L.A. basal series and supplementary materials	59.4	**23.6**	2.1	0.6	-	-	-	-	14.2
Trade books	2.6	**16.7**	10.3	12.9	1.5	3.2	4.5	-	48.3
Reading kits	0.6	20.6	**14.4**	5.8	6.4	4.1	0.6	-	47.4
A. V. material, records, games	-	11.4	**34.8**	7.9	10.3	3.2	1.3	-	31.1
Content subject texts	5.2	6.4	**10.9**	20.0	6.4	-	2.1	-	48.9
Other	3.9	1.3	**0.6**	3.9	-	-	-	0.6	89.7
Other	-	-	0.6	-	-	-	-	-	99.4
Other	-	-	-	1.3	-	-	-	-	98.7

6. Evaluation procedures (rank order 5: used most - least)

	1	2	3	4	5	N/A
Standardized achievement test	9.0	6.0	5.2	10.3	16.1	53.4
Standardized diagnostic test	0.6	8.4	8.2	5.2	8.6	69.1
Informal reading inventory	6.0	1.3	0.6	7.7	-	84.3
Interviews	0.6	3.2	5.2	3.9	7.1	80.0
Questionnaires	-	-	1.9	0.6	1.9	95.5
Self-concept inventories	-	-	-	-	-	100.0
Interest	-	1.3	1.3	-	1.9	95.5
Group informal inventories	-	1.5	-	1.3	6.4	90.8
Teacher observations	43.1	20.2	13.1	6.0	2.6	15.0
Student self-evaluations	-	-	0.6	0.6	1.3	97.4

6. Cont'd.

	1	2	3	4	5	N/A
Oral assignment	3.9	1.3	11.6	11.6	13.1	58.6
Final examinations - oral	-	-	-	-	1.3	98.7
Final examinations - written	-	-	-	3.2	1.3	95.5
Criterion-referenced tests	9.0	4.1	3.2	7.1	2.6	74.0
Workbook assignment	8.2	22.5	13.5	12.4	6.4	36.9
Unit tests	7.9	12.9	19.3	11.8	7.7	40.3
Peer evaluations	-	-	0.2	0.6	3.2	95.9
Teacher-made examinations	6.4	10.9	9.7	9.9	6.9	56.2
Other	2.6	3.9	3.9	1.3	0.6	87.8
Other	-	-	-	1.3	-	98.7
Other	-	-	-	-	0.6	99.4

7. Recreational reading - records - (<u>rank order</u>: most - least commonly used)

	1	2	3	4	N/A
Folder	40.6	13.5	0.6	0.6	44.6
Bar graphs	9.0	13.5	6.9	1.3	69.3
Charts	8.4	16.7	6.4	0.6	67.8
Other	20.6	7.1	1.3	2.1	68.9

8. Improving L.A. program - (rank order: most - least important)

	1	2	3	4	5	6	7	8	N/A
Paraprofessional support	10.5	20.0	14.4	16.7	11.2	2.6	-	-	24.7
Professional support	7.1	7.7	21.2	12.9	13.5	8.4	-	-	29.2
Further professional training	0.6	5.8	17.8	13.5	10.3	14.4	0.6	-	36.9
Contact with teachers	24.7	27.9	10.3	14.2	7.9	2.1	-	-	12.9
Availability of instructional materials	14.4	15.0	20.0	8.4	9.9	10.9	-	-	21.5
In-school preparation time	38.2	18.5	8.6	7.1	8.4	5.8	-	-	13.5
Other	3.2	1.3	-	-	-	-	-	-	95.5

9. P.D. - (rank order: most - least useful)

	1	2	3	4	5	6	N/A
S.A.G.	18.9	17.0	44.0	10.3	3.9	-	6.0
School in-service	44.2	19.3	19.5	7.1	-	-	9.9
Div. in-service	22.5	46.1	18.2	3.2	1.3	-	8.6
University courses	5.4	7.7	9.7	49.4	4.5	-	23.4
Other	6.4	5.8	-	2.6	-	-	85.2

READING - TEACHER QUESTIONNAIRE - Grade 6

1. Reference sources for goals and objectives (rank order used most - least.

	1	2	3	4	5	6	N/A
Manitoba Curriculum Guide	35.4	32.9	14.6	6.3	3.2	-	7.6
Integrated L. A. Manuals	24.5	19.4	23.6	10.9	1.9	0.5	19.2
Checklist of skills	6.9	4.95	13.7	11.1	5.3	1.4	56.7
Developmental Reading text	5.6	0.7	9.5	3.9	7.4	1.4	71.5
Student need	27.5	34.0	20.8	7.2	-	-	10.4
Other	-	2.8	4.2	3.2	-	3.5	86.3
Other	-	-	-	-	-		

2. Are G. & O. available in writing for

	YES	NO	N/A
yourself?	78.5	20.1	1.4
administration?	70.6	28.2	1.6
students?	41.2	50.2	8.6
parents?	52.5	41.7	5.8

3. Kinds of teaching groups used (check 3)

	1	2	3	N/A
Whole class	90.7	2.8	1.4	5.1
Fixed ability group	57.4	1.4	-	41.2
Interested small group	25.2	2.8	2.8	69.2
Flexible instruction group	72.2	2.8	2.8	22.2
Social small group	35.0	1.4	1.4	62.3

4. Library

NO	INAD	ADEQ	EXCELL	N/A
-	16.2	67.6	16.2	-

5. Major resources (rank order: used most - least)

	1	2	3	4	5	6	7	8	N/A
Integrated L.A. basal series	26.2	9.3	1.4	1.4	-	-	-	-	61.8
Integrated L.A. basal series and kits	4.4	4.9	11.6	-	-	1.4	0.5	-	77.3
Integrated L.A. basal series and supplementary materials	52.3	24.1	1.4	0.5	1.4	-	-	-	20.4
Trade books	8.3	10.0	13.4	4.6	1.4	4.6	2.8	-	54.9
Reading kits	1.4	11.3	12.0	13.9	2.1	0.7	1.4	-	57.2
A. V. material, records, games	-	10.9	18.5	20.8	7.6	0.7	-	-	41.4
Content subject texts	3.7	19.9	19.7	10.2	5.6	3.2	1.4	-	36.3
Other	1.9	2.5	4.9	2.8	-	-	-	1.4	86.6
Other	0.5	-	2.8	1.4	-	-	-	-	95.4
Other	-	1.4	-	-	-	-	-	-	98.6

6. Evaluation procedures (rank order 5: used most - least)

	1	2	3	4	5	N/A
Standardized achievement test	8.6	-	8.3	3.0	8.8	71.3
Standardized diagnostic test	1.9	4.4	5.6	4.2	2.3	81.7
Informal reading inventory	1.4	7.9	5.1	-	0.2	85.4
Interviews	1.4	4.2	1.4	3.5	5.1	84.5
Questionnaires	1.4	2.1	2.8	3.2	4.6	85.9
Self-concept inventories	-	-	-	-	-	100.0
Interest	-	-	0.2	1.4	-	98.4
Group informal inventories	1.4	-	4.2	3.5	4.2	86.8
Teacher observations	28.5	20.4	17.6	17.4	7.9	8.3
Student self-evaluations	-	0.7	1.4	2.1	9.7	86.1

6. Cont'd.

	1	2	3	4	5	N\A
Oral assignment	1.4	7.6	4.6	15.7	11.6	59.0
Final examinations - oral	-	-	-	-	2.1	97.9
Final examinations - written	-	-	7.4	2.1	5.8	84.7
Criterion-referenced tests	4.9	-	7.6	3.2	4.2	80.1
Workable assignment	10.2	18.8	11.6	16.4	7.6	35.4
Unit tests	18.1	13.9	9.5	6.0	7.6	44.9
Peer evaluations	-	-	2.1	4.4	5.3	88.2
Teacher-made examination	16.2	13.4	9.3	9.7	5.8	45.6
Other	3.5	4.6	1.4	2.8	1.4	86.3
Other	-	0.7	1.4	-	1.4	96.5
Other	1.4	-	-	-	-	98.6

7. Recreational reading - records - (<u>rank order</u>: most - least commonly used)

	1	2	3	4	N/A
Folder	30.6	16.0	4.6	-	48.8
Bar graphs	3.5	9.5	10.9	-	76.2
Charts	20.8	15.3	1.2	-	62.7
Other	25.7	4.2	1.4	0.7	68.1

8. Improving L.A. program - (rank order: most - least important)

	1	2	3	4	5	6	7	8	N/A
Paraprofessional support	10.0	9.5	10.9	13.4	10.9	6.0	1.9	-	37.5
Professional support	10.4	11.1	14.1	6.5	9.7	9.5	1.4	-	37.9
Further professional training	13.2	9.7	11.8	18.8	6.5	5.3	2.8	-	31.9
Contact with teachers	26.2	13.4	19.0	8.8	8.1	3.7	-	-	20.8
Availability of instructional materials	12.3	21.3	17.8	13.2	6.0	7.4	-	-	22.0
In-school preparation time	19.7	28.0	12.3	8.1	9.0	8.3	-	-	14.6
Other	6.9	2.8	2.3	-	1.4	-	0.7	-	85.9

9. P.D. - (rank order: most - least useful)

	1	2	3	4	5	6	N/A
S.A.G.	13.2	15.5	40.3	13.9	4.2	-	13.0
School in-service	32.2	29.6	13.2	10.6	2.8	-	11.6
Div. in-service	29.6	34.3	15.5	10.4	-	-	10.2
University courses	6.7	13.9	19.0	26.9	5.6	-	28.0
Other	15.7	1.4	2.1	-	2.8	-	78.0

READING - TEACHER QUESTIONNAIRE - Grade 9

1. Reference sources for goals and objectives (rank order used most - least.

	1	2	3	4	5	6	N/A
Manitoba Curriculum Guide	55.5	36.2	8.1	-	-	-	0.5
Integrated L.A. Manuals	15.1	14.6	37.8	3.2	2.7	-	26.5
Checklist of Skills	-	4.3	7.0	15.1	5.4	2.7	65.4
Developmental Reading text	-	-	2.7	5.9	13.5	-	77.8
Student need	31.4	41.6	19.5	-	0.5	-	7.0
Other	-	2.7	3.2	4.3	-	2.7	87.0
Other							

2. Are G. & O. available in writing for

	YES	NO	N/A
yourself?	80.0	16.8	3.2
administration?	73.0	21.1	5.9
students?	55.7	35.1	9.2
parents?	49.2	42.2	8.6

3. Kinds of teaching groups used (check 3)

	1	2	3	N/A
Whole class	95.7	2.7	1.6	-
Fixed ability group	25.9	1.6	-	72.4
Interested small group	36.2	4.3	-	59.5
Flexible instruction group	63.8	-	-	36.2
Social small group	50.8	2.7	1.6	44.9

4. Library

NO	INAD	ADEQ	EXCELL	N/A
-	16.8	58.9	22.7	1.6

5. Major resources (rank order: used most - least)

	1	2	3	4	5	6	7	8	N/A
Integrated L.A. basal series	10.8	10.3	5.9	0.5	0.5	1.6	-	-	70.3
Integrated L.A. basal series & reading kits	0.5	-	2.7	1.6	-	-	-	-	95.1
Integrated L.A. basal series and supplementary materials	24.3	10.3	4.3	0.5	1.6	-	-	-	58.9
Trade books	14.1	9.2	10.8	7.0	2.7	0.5	-	1.6	54.1
Reading kits	4.3	5.9	12.4	7.6	7.0	-	-	-	62.7
A. V. material, records, games	4.3	22.2	30.3	5.9	-	2.7	-	-	34.6
Content subject texts	36.2	33.0	5.4	4.3	2.7	-	4.9	-	13.5
Other	5.4	5.9	8.6	5.9	-	2.7	-	-	71.4
Other	-	-	-	-	-	-	-	-	100.0
Other	-	-	1.6	-	-	-	-	-	98.4

6. Evaluation procedures (rank order 5: used most - least)

	1	2	3	4	5	N/A
Standardized achievement test	-	-	2.2	2.7	3.2	91.9
Standardized diagnostic test	-	-	2.7	3.2	7.0	87.0
Informal reading inventory	-	5.4	-	4.3	-	90.3
Interviews	-	-	7.0	1.6	2.7	88.6
Questionnaires	2.7	2.7	0.5	-	1.6	92.4
Self-concept inventories	-	-	-	4.3	2.7	93.3
Interest	-	-	-	2.7	2.7	94.6
Group informal inventories	-	-	-	-	4.3	95.7
Teacher observations	8.1	14.6	19.5	22.2	10.8	24.9
Student self-evaluations	-	-	4.3	8.6	8.1	78.9

6. Cont'd.

	1	2	3	4	5	N/A
Oral assignment	-	20.0	13.0	10.8	13.0	43.2
Final examinations - oral	-	-	0.5	-	5.4	94.1
Final examinations - written	-	4.9	9.7	15.7	20.5	49.2
Criterion-referenced tests	4.3	-	3.8	7.0	-	84.9
Workbook assignment	15.7	9.2	8.6	8.6	4.3	53.5
Unit tests	27.0	25.4	7.0	3.2	5.9	31.4
Peer evaluations	-	2.7	4.3	2.7	2.7	87.6
Teacher-made examination	26.5	7.6	13.5	7.0	4.3	41.1
Other	12.4	5.4	1.6	-	-	80.5
Other	2.7	1.6	-	-	-	95.7

7. Recreational reading - records - (<u>rank order</u>: most - least commonly used)

	1	2	3	4	N/A
Folder	46.5	11.4	-	2.7	39.5
Bar graphs	-	-	7.6	2.7	89.7
Charts	20.0	7.6	2.7	-	69.7
Other	25.9	16.2	4.3	-	53.5

8. Improving L.A. program - (rank order: most - least important)

	1	2	3	4	5	6	7	8	N/A
Paraprofessional support	2.7	13.5	5.9	17.8	5.9	5.4	-	-	48.6
Professional support	4.9	13.0	10.3	8.1	14.6	8.6	-	-	40.5
Further professional training	15.1	4.9	11.9	15.1	8.6	11.4	-	-	33.0
Contact with teachers	33.5	12.4	22.2	2.7	5.9	2.7	2.7	-	17.8
Availability of instructional materials	22.7	16.2	15.7	7.6	13.5	-	-	-	24.3
In-school preparation time	20.0	24.3	18.4	11.4	4.3	7.6	-	-	14.1
Other	0.5	4.3	2.7	2.7	-	-	-	-	89.7

9. P.D. - (rank order: most - least useful)

	1	2	3	4	5	6	N/A
S.A.G.	27.6	16.8	25.4	18.9	-	-	11.4
School in-service	28.6	28.6	25.9	0.5	-	-	16.2
Division in-service	28.1	40.5	14.6	8.6	-	-	8.1
University courses	4.9	10.8	12.4	27.6	7.0	-	37.3
Other	9.7	-	2.7	2.7	2.7	-	82.2

READING - TEACHER QUESTIONNAIRE - Grade 12

1. Reference sources for goals and objectives (rank order used most - least)

	1	2	3	4	5	6	N/A
Manitoba Curriculum Guide	45.5	20.5	13.4	7.1	-	-	13.4
Integrated L.A. Manuals	9.8	20.5	17.0	3.6	3.6	-	45.5
Checklist of Skills	3.6	3.6	6.3	17.9	3.6	-	65.2
Developmental Reading text	-	7.1	3.6	-	7.1	-	82.1
Student need	34.8	34.8	14.3	2.7	-	-	13.4
Other	7.1	7.1	3.6	-	-	3.6	78.6
Other	-	-	-	-	-	-	-

2. Are G. & O. available in writing for

	YES	NO	N/A
yourself?	90.2	9.8	-
administration?	79.5	17.0	3.6
students?	75.9	20.5	3.6
parents?	72.3	24.1	3.6

3. Kinds of teaching groups used (check 3)

	1	2	3	N/A
Whole class	96.4	3.6	-	-
Fixed ability group	23.2	-	-	76.8
Interested small group	32.1	-	3.6	64.3
Flexible instruction group	80.4	3.6	-	16.1
Social small group	50.0	-	-	50.0

4. Library

NO	INAD	ADEQ	EXCELL	N/A
-	23.2	55.4	21.4	-

5. Major resources (rank order: used most - least)

	1	2	3	4	5	6	7	8	N/A
Integrated L.A. basal series	-	-	3.6	-	6.3	-	-	-	90.2
Integrated L.A. basal series & reading kits	-	3.6	-	3.6	-	2.7	3.6	-	86.6
Integrated L.A. basal series and supplementary materials	3.6	2.7	3.6	2.7	3.6	-	-	-	83.9
Trade books	8.9	14.3	13.4	-	-	-	-	-	63.4
Reading kits	7.1	3.6	-	-	-	7.1	2.7	-	79.5
A. V. material, records, games	-	32.1	16.1	3.6	-	-	3.6	-	44.6
Content subject texts	53.6	9.8	2.7	3.6	-	-	-	-	30.4
Other	17.9	7.1	-	2.7	-	-	-	-	72.3
Other	-	-	-	-	-	-	-	-	100.0

6. Evaluation procedures (rank order 5: used most - least)

	1	2	3	4	5	N/A
Standardized achievement test	-	-	-	-	-	100.0
Standardized diagnostic test	-	-	-	3.6	3.6	92.9
Informal reading inventory	-	-	-	-	-	100.0
Interviews	-	-	3.6	3.6	3.6	89.3
Questionnaires	-	2.7	-	3.6	-	93.8
Self-concept inventories	-	-	-	-	-	100.0
Interest	-	-	-	-	2.7	97.3
Group informal inventories	-	-	3.6	7.1	6.3	83.0
Teacher observations	7.1	14.3	8.9	2.7	14.3	52.7
Student self-evaluations	-	3.6	9.8	3.6	7.1	75.9

6. Cont'd

	1	2	3	4	5	N/A
Oral assignment	3.6	16.1	23.2	10.7	2.7	43.8
Final examinations - oral	-	-	-	-	3.6	96.4
Final examinations - written	2.7	17.0	17.0	16.1	17.0	30.4
Criterion-referenced tests	-	3.6	-	7.1	-	89.3
Workbook assignment	2.7	2.7	17.9	2.7	2.7	71.4
Unit tests	39.3	17.0	3.6	8.9	-	31.3
Peer evaluations	-	-	9.8	19.6	3.6	67.0
Teacher-made examinations	41.1	20.5	13.4	-	6.3	18.8
Other	7.1	6.3	-	-	-	86.6
Other	-	-	2.7	-	-	97.3
Other	-	-	3.6	-	-	96.4

7. Recreational reading - records - (<u>rank order</u>: most - least commonly used)

	1	2	3	4	N/A
Folder	22.3	7.1	-	-	70.5
Bar graphs	-	-	3.6	3.6	92.9
Charts	3.6	7.1	3.6	-	85.7
Other	23.2	6.3	-	-	70.5

8. Improving L.A. program - (rank order: most - least important)

	1	2	3	4	5	6	7	8	N/A
Paraprofessional support	6.3	10.7	7.1	10.7	12.5	3.6	-	-	49.1
Professional support	7.1	10.7	17.0	15.2	7.1	-	-	-	42.9
Further professional training	23.2	6.3	3.6	2.7	9.8	6.3	-	-	48.2
Contact with teachers	26.8	21.4	15.2	2.7	-	-	3.6	-	30.4
Availability of instructional materials	12.5	25.9	16.1	14.3	3.6	3.6	-	-	24.1
In-school preparation time	27.7	10.7	27.7	6.3	3.6	6.3	-	-	17.9
Other	3.6	10.7	-	-	-	-	-	-	85.7

9. P.D. - (rank order: most - least useful)

	1	2	3	4	5	6	N/A
S.A.G.	16.1	28.6	36.6	8.0	-	-	10.7
School in-service	31.3	22.3	19.6	9.8	-	-	17.0
Div. in-service	26.8	32.1	16.1	14.3	-	-	10.7
University courses	22.3	9.8	6.3	19.6	3.6	-	38.4
Other		3.6	3.6	-	-	-	92.9

SAMPLING DESIGN

READING ASSESSMENT - TEACHER SURVEY

GRADES*	Ni	Wt	%	ni
1. 1-3	1650	5.9(6)	17%	281
2. 4-6	1573	5.9(6)	17%	267
3. 7-9	912	5	20%	182
4. 10-12	377	4	25%	94
5. 1-3 & 4-6	145	3	33%	48
6. 4-6 & 7-9	45	2	50%	22
7. 7-9 & 10-12	192	3	33%	63
8. 1-3 & 4-6 & 7-9	21	1	100%	21
	N=4915			n=978

Ni = population size
ni = sample size
Wt = weighting factor used for purposes of analysis

*combinations omitted have N=0 or essentially 0

APPENDIX B

LISTENING-SPEAKING: TASKS AND RESULTS

LISTENING-SPEAKING
SCORING SHEET

STUDENT: _____ I.D.# _____

SCHOOL: _____ EXAMINER: _____

BE SURE TO TAPE ALL STUDENT'S RESPONSES

TASK #1 - Game

1. Using the key, circle the appropriate number in the chart below (1 = inadequate; 2 = adequate; 3 = superior). (Main focus here is to evaluate speaking, although it is difficult to separate the two skills when the stimulus is a listening task.)

	Content	Organization	Language
Inadequate	Insufficient to play the game/understand the message	Mixed	Lacks appropriate labels, gropes for words to explain task. Uses simple sentences (subject, verb, object) with insufficient elaboration.
Adequate	Sufficient major points	Salient points are in order	Sufficient vocabulary and sufficient elaborated sentence structure.
Superior	Almost all points	All correct	Superior - evidence of positive changes to suit purpose and audience.

NOTE: For all questions indicate whether answer is right (√) or wrong (X).

CONTENT	1 (22.7%)	2 (48.9%)	3 (27.3%)
ORGANIZATION	1 (30.7%)	2 (52.3%)	3 (15.9%)
LANGUAGE	1 (18.2%)	2 (64.8%)	3 (15.9%)

2. Check the main points alluded to in subject's recall. (Main focus here is to evaluate listening comprehension.)

The subject explained:

88.6% 1. How to proceed in playing the game (how to use the letter roller, writing down words).

94.3% 2. Object of the game (see who can score the most points by being first to make 10 words).

79.5% 3. Making up words (needs words of 4 letters).

94.3% 4. Rules (at least one)
- cannot use the same letter twice unless it comes up twice;
- cannot use proper nouns, foreign words, slang (words must be in a dictionary);
- cannot use words with "s" at the end (i.e., plural forms).

60.3% 5. Scoring (rudiments - at least 2)
- bonus point for player who first writes down 10 words;
- two points are deducted for spelling errors or using letters not on letter roller;
- no points for words appearing on each other's list;
- bonus points for 5, 6, 7 ... -letter words.

NOTE:
- **Allow ample wait time.**
- **Once friendship pair has left, may probe to check the recall of the above items.**
  If probing was necessary, indicate with (P) beside the checked item.

TAPE STUDENT'S RESPONSES

TASK 2 - Story

1. Re speaking (with acknowledged caveat re the difficulty of separating listening from speaking given the stimulus for speaking is a listening task), circle the appropriate number - 1 is inadequate, 2 is adequate, 3 is superior. (Refer to COLD Rating Guide for elaboration of criteria, the key on page 1 may also be of value.)

CONTENT	1 (19.3%)	2 (43.2%)	3 (36.4%)
ORGANIZATION	1 (19.3%)	2 (38.6%)	3 (40.9%)
LANGUAGE	1 (8.0%)	2 (69.3%)	3 (21.6%)
DELIVERY	1 (12.5%)	2 (63.6%)	3 (22.7%)

2. Re listening comprehension

A. Uncued Recall

Check the main ideas recalled.

97.7% 1. There is an old woman (Tante Odette) and a cat (Chouchou) who eat cabbage soup and bread.

92.0% 2. An old man (named Pierre LeBlanc) arrives who asks for shelter and work.

81.8% 3. The old man suggests that Tante Odette ask the cat if the man should be taken in and then Chouchou begins to talk.

71.6% 4. Pierre works and the cat makes suggestions to Tante Odette that Pierre should have more food.

72.7% 5. Upon suggestions from Chouchou, Tante Odette takes some money from her sock and allows Pierre to do some shopping.

85.2% 6. A stranger arrives, asking for Pierre and describing Pierre as a man who can throw his voice.

70.5% 7. Tante Odette wants Pierre to remain working for her and upon Chouchou's suggestion, agrees to pay him a coin from time to time.

B. Cued Recall (Ask friend to leave before proceeding)

Ask the following questions:

52.3% 1. What kind of person was Tante Odette? Why do you say that? (Interpretive)
(gullible - she thought her cat could talk) Note. If subject's response describes physical characteristics, restate the question.

76.1% 2. What kind of person was Pierre? Why do you say that? (Interpretive)
(clever; could throw his voice to get his own way in outwitting Tante Odette by getting her to give decent meals (other than cabbage soup) and a coin from time to time that he could use to buy tobacco and sweets, a hard worker; manipulative, cunning, funny)

89.8% 3. What is meant by "Where is your tongue? Have you no words for me when I need them most?" (Vocabulary, Translation)
(the cat was not speaking) (could not speak)

83.0% 4. Some people would say this is a folktale. Others would say it is true. What do you think and why? (Evaluation)
(folktale, as no one would be so gullible as Tante Odette - cats cannot speak)

77.3% 5. Some people would say that there is a trick played in this story. Do you agree? Why or why not? (Critical-reflective) What do you think about what happened in this story?

Note:

1. **If students have already provided the answers to all or some of these questions in their uncued recall, it is not necessary to ask the question(s) again. Simply check off as having been addressed.**

2. **It is appropriate to probe and rephrase questions as long as the test administrator does not provide information to the student.**

INSERT TAPE B IN RECORDER

TASK #3 - Commercials [Note: speaking is not being specifically judged here and there is no uncued retelling.]

A. Pudding - Inform listener that the questions he/she will be asked after listening to the commercial are:

83.0% 1. How do the people that put this commercial together get you to listen (or pay attention)? OR What methods, special effects or techniques are used to get your attention? **(dialogue between young child and mother, music, humour)**

59.1% 2. What does the commercial try to do to convince you to buy their product? **(people are willing to steal to get thank you pudding)**

80.7% 3. Would you want to buy their product after listening to this commercial? Why/why not? **(no - I would want to taste the pudding myself)**

67.0% 4. Is this commercial stretching the truth? Why or why not? **(Mother is overdoing it)**

PLAY STIMULUS TAPE. BEGIN TAPING SUBJECT PRIOR TO REPEATING OR ASKING QUESTIONS FOR THE FINAL TIME

B. Texas Traffic Safety Regulations - The questions you are going to be asked about this commercial are:

80.7% 1. How do the people that put this commercial together get you to listen (or pay attention)? OR What methods, special effects or techniques are used to get your attention? **(The dialogue between the father and son; the traffic and the crash, surprise or the unexpected crash, the horror)**

67.0% 2.a) What is happening in the first part of the commercial?
b) Why do you think this part was included (in the commercial)?
(The father and son are tape-recording a message; they are not attending to the other traffic; to show how a distraction can result in tragedy)

87.5% 3. What is the commercial trying to prove (or get people to do)?
(Observe traffic regulations; concentrate while driving)

70.5% 4. Is this commercial stretching the truth? Why or why not?
(A father would not be tape-recording while driving OR the reverse)

PLAY STIMULUS TAPE. REPEAT QUESTIONS AND TAPE SUBJECT'S RESPONSES

START TAPING STUDENT'S RESPONSES

TASK 4 - News Report

1. Re speaking

Using COLD, circle the appropriate number - 1 is inadequate, 2 is adequate, 3 is superior:

CONTENT	1 (35.2%)	2 (54.5%)	3 (8.0%)
ORGANIZATION	1 (36.4%)	2 (50.0%)	3 (12.5%)
LANGUAGE	1 (19.3%)	2 (61.4%)	3 (17.0%)
DELIVERY	1 (20.5%)	2 (62.5%)	3 (13.6%)

2. Re listening comprehension

A. Uncued Recall (retelling is to friend - tape record this)
Check the main ideas recalled.

73.9% 1. Lengthy Dog Sled trip across (Canada's wilderness / the Northern wastes) or equivalent - from Duluth to Point Barrow, Alaska actually) (Literal)

62.5% 2. Making a "pit stop" or being interviewed at Yellowknife. (Literal)

36.4% 3. Tough experience re 4 weeks of 40° below weather.

4. Survival skills

31.8% - sleeping in a tent,

18.2% - diet, eating raw caribou meat,

15.9% - lard or cheese or butter-fat (for heat energy, protein for strength)

42.0% 5. Worst part - storm over Great Slave Lake. (Literal)

44.3% 6. This will serve as a warm-up for next year's trip to the North Pole. (Literal)

B. Cued Recall (Ask friend to leave before proceeding)

85.2% 1. What does "living out a dream" mean? (Vocabulary)
(always wanting to do something and finally getting to do it)

77.3% 2. What is the dream? (Literal)
(a man with his dogs going from Minnesota to Alaska) (going to the North Pole by dog team)

51.1% 3. Name at least three things that Will Steeger did to survive on his trip? (Literal)
(eating caribou meat, lard, cheese, or butter for heat and energy, sleeping in a tent, travelling in intense cold rather than stopping)

87.5% 4. What kind of a person was Will Steeger? What makes you think that? (Interpretive)
(any defensible response)

71.6% 5. What do you think of this kind of dream and why? (Evaluation)
(any defensible response)

88.6% 6. Should people respect others who live out their dreams as this person did? Why or why not? (Critical-reflective)
(any defensible response)

Note: 1) If students have already provided the answers to all or some of these questions in their uncued recall, it is not necessary to ask the question(s) again. Simply check off as having been addressed.

2) It is appropriate to probe and rephrase questions as long as the test administrator does not provide information to the student.

EXAMINER'S BOOKLET

LISTENING/SPEAKING COMPONENT

READING ASSESSMENT PROGRAM 1985

TASK 1	Game	All questions
TASK 2	Story	and answers (cued and uncued)
TASK 3	Commercials	are to be audiotaped
TASK 4	News Item	

MATERIALS REQUIRED

Taped stimuli
Blank tapes and labels
2 tape recorders

(Taping 3 minutes) **TASK 1 - GAME**

Listening Purpose - to assess how well students grasp sequence in following directions.
Measure - 1) sequence in retelling
2) number of directions (points) remembered

Speaking Purpose - to assess the ability to give clear and explicit directions.
Measure - Uncued Recall
COLD (Massachusetts)

(Taping 13 minutes) **TASK 2 - STORY**

Listening Purpose - to assess student understanding of narrative text
(4 thinking operations)

Measure - A. Uncued Recall
1) total number of ideas recalled
2) total number of main ideas recalled
3) organization

B. Cued Recall
- see questions (vocabulary, literal, interpretive, critical-reflective)

Speaking Purpose - to assess how effectively the message is transmitted

Measure - Uncued Recall
COLD (Massachusetts)

(Taping 2 x 1 minute) **TASK 3 - COMMERCIALS**

Listening Purpose - to detect bias ("stretching the truth")
- to assess critical listening ability

Measure - Cued Recall questions

Speaking Purpose - to assess how effectively the message is transmitted

Measure - answers to Cued Recall
COLD (Massachusetts)

(Taping 2 minutes) **TASK 4 - NEWS ITEM**

Listening Purpose - to assess student understanding of informational material (4 thinking operations)

Measure - A. Uncued Recall
1) total number of ideas
2) total number of main ideas
3) organization

B. Cued Recall - see questions (vocabulary, literal, interpretive, critical-reflective)

Speaking Purpose - to assess how effectively the message is conveyed.

Measure - Uncued Recall
COLD (Massachusetts)

THROUGHOUT, ENCOURAGE THE SPEAKING/ RETELLING WITH NODS, SMILES.

AT THE END OF EACH TASK, EVALUATE THE STUDENT'S SPEAKING ABILITY AS PER COLD.

TASK 1 - GAME

Directions for the Examiner (to be read to the student)

This is a game called Play on Wordz. [Examiner lays the letter roller, two score sheets, and two pencils on the table.] Now a game, as you know, has rules on how to score to get a winner. You are to listen to the rules on the tape so that you explain how to play it to [name friend] and then the two of you can play the game together.

BEGIN PLAYING THE TAPE:

The object of this game is to see who can score the most points by being the first to make 10 words out of the letters. You rub the letter roller between your hands and then lay it flat on the table so we all can see it.

Then the two of you use the letters that come up to make words that have at least four letters. You have to write down the words. We want to see who can write down 10 words first.

Some of the rules are:

- you can't use the same letter twice in the same word, unless it comes up more than once;
- You can't use proper nouns, slang, or foreign words unless you can find them in the dictionary; and
- You can't use plural endings. That is, words with "s" at the end are not allowed.

The first player to write down 10 words calls STOP. (If no player can make 10 words, you can stop the play by mutual consent.)

To score, the first player to write down 10 words and stop the play receives 1 bonus point. That player gets 10 points plus a bonus of 1. BUT if any of that player's words are mis-spelled, or contain a letter not on the letter roller, you deduct two points for each error. Then each player calls out his or her words in turn, and if one player's word appears on the other player's list, that word is deleted from each list, and neither gets any points for it.

The words that are left each count 1 point.

ALSO,

- If you have a 5-letter word, you get 1 bonus point.
- If you have a 6-letter word, you get 2 bonus points.
- If you have a 7-letter word, you get 3 bonus points and so on so that a 9-letter word gives you 5 bonus points.

You keep playing game after game until one player scores 50 points. That player wins.

END OF TAPE - BRING IN FRIEND.

BEGIN TAPE-RECORDING THE SUBJECT'S RESPONSES

The subjects then explain how to play the game to their partner in the friendship pair. Allow ample "wait time" for explanation and recall. Ultimate cueing re words to form is appropriate since the test is not about how many words are recalled, but about the ability to explain.

EXCUSE FRIEND

TASK 2 - STORY
Directions for the Examiner

Read the following to the student first: [Note. The pronunciation of Tante and Choucou is anglicized.]

This is a tale of French Canada about an old woman everyone called Tante Odette. Tante is French for aunt, so Tante Odette is really Aunt Odette. Tante Odette had a pet cat. She called her cat "Chouchou" (Choo-choo). "Chouchou" means cabbage in French.

You are to listen to the story about Tante Odette and her pet cat, Chouchou. When we are finished, [name friend] is going to come in. What you have to do is to listen to the story and be able to tell the main parts to [name friend] as you hear them.

PLAY TAPED STORY

BRING IN FRIEND

BEGIN TAPE-RECORDING THE SUBJECT'S RESPONSES

Direct the student to tell the story to friend [Uncued Recall]. Start tape.
AFTER UNCUED RECALL, ASK FRIEND TO LEAVE.

Then Ask Cued Recall Questions as Follows:

START TAPE

1. What kind of person was Tante Odette? Why do you say that? (Interpretive)
   (gullible - she thought her cat could talk)
   Note. If subject's response describes physical characteristics, restate the question.

2. What kind of person was Pierre? Why do you say that? (Interpretive)
   (clever; could throw his voice to get his own way in outwitting Tante Odette by getting her to give decent meals (other than cabbage soup) and a coin from time to time that he could use to buy tobacco and sweets, a hard worker; manipulative, cunning, funny)

3. What is meant by "Where is your tongue? Have you no words for me when I need them most?" (Vocabulary, Translation)
   (the cat was not speaking) (could not speak)

4. Some people would say this is a folktale. Others would say it is true. What do you think and why? (Evaluation)
   (folktale, as no one would be so gullible as Tante Odette - cats cannot speak)

5. Some people would say that there is a trick played in this story. Do you agree? Why or why not? (Critical-reflective)) What do you think about what happened in this story?

PLACE TAPE B IN RECORDER BEFORE PROCEEDING

TASK 3 - COMMERCIALS

1) Pudding 2) Texas Traffic Safety Regulations

NOTE: The subject's friend is not required for this task.

Directions for the Examiner: [The questions are to be read to the student before each commercial is played. Repeat each question in turn after the student has heard the commercial.]

SAY: Listen to these quotations about the commercials. I am going to ask them again after you have heard the tape.

The first commercial is about PUDDING. The questions are:

1. How do the people who put this commercial together get you to listen (or pay attention)? OR What methods, special effects or techniques are used to get your attention?
(dialogue between young child and mother, music, humour)

2. What does the commercial try to do to convince you to buy their product?
(people are willing to steal to get thank you pudding)

3. Would you want to buy their product after listening to this commercial? Why/Why not?
(no - I would want to taste the pudding myself)

4. Is this commercial stretching the truth? Why or why not?
(Mother is overdoing it)

START STIMULUS TAPE. BEGIN TAPING SUBJECT PRIOR TO REPEATING OR ASKING QUESTIONS FOR THE FINAL TIME

This commercial is about TEXAS TRAFFIC SAFETY REGULATIONS. The questions you are going to be asked about this commercial are:

1. How do the people that put this commercial together get you to listen (or pay attention)? OR what methods, special effects or techniques are used to get your attention?
(The dialogue between the father and son; the traffic and the crash, surprise or the unexpected crash, the horror)

2. What is the commercial trying to prove (or get people to do)?
(Observe traffic regulations; concentrate while driving)

3.a) What is happening in the first part of the commercial?
b) Why do you think this part was included in the commercial?
(The father and son are tape-recording a message; they are not attending to the other traffic; to show how a distraction can result in tragedy)

4. Is this commercial stretching the truth? Why or why not?
(A father would not be tape-recording while driving OR the reverse)

PLAY STIMULUS TAPE. REPEAT QUESTIONS AND TAPE SUBJECT'S RESPONSES

TASK 4 - NEWS ITEM

Directions (to be read to student)

This is a news item about a man and his dog team. What you have to do is to listen to the news item and be able to tell [name friend] the main points as you heard them.

PLAY TAPE.

Bring in friendship partner.

Direct the uncued recall as follows:

Now tell [name friend] all you can remember about the news item.

START TAPING THE UNCUED RECALL.

AFTER UNCUED RECALL, ASK FRIEND TO LEAVE.

ASK CUED RECALL QUESTIONS AND TAPE THE ANSWERS.

Cued Recall

1. What does "living out a dream" mean? (Vocabulary)
   (always wanting to do something and finally getting to do it)

2. What is the dream? (Literal)
   (a man with his dogs going from Minnesota to Alaska) (going to the North Pole by dog team)

3. Name at least three things that Will Steeger did to survive on his trip. (Literal)
   (eating caribou meat, lard, cheese, or butter for heat and energy, sleeping in a tent, travelling in intense cold rather than stopping)

4. What kind of person was Will Steeger? (Interpretive)
   What makes you think that?
   (any defensible response)

5. What do you think of this kind of dream and why? (Evaluation) Can you think of another example of a person living out a dream?
   (any defensible response)

6. Should people respect others who live out their dreams as this person did? Why or why not? (Critical-reflective)
   (any defensible response)

COLD
CONTENT, ORGANIZATION, LANGUAGE, DELIVERY

Adapted from the
MASSACHUSETTS DEPARTMENT OF EDUCATION ASSESSMENT OF BASIC SKILLS

Speaking Assessment Ratings Guide

OVERVIEW

In order to accomplish a speaking task, the speaker must formulate and transmit a message to a listener. This process involves deciding what needs to be said, organizing the message, adapting the message to the listener and situation, choosing language to convey the message and finally delivering the message. The effectiveness of the speaker may be rated in terms of how well the speaker meets the requirements of the task.

The Massachusetts test of basic skills in speaking separates speaking skills into four categories:

Content
Organization
Language
Delivery

Content is concerned with the amount and relevance of information in the message, and how the content is adapted to the listener and situation. Organization is concerned with how the content of the message is sequenced and how the ideas are related to one another. Language is concerned with the grammar and words which are used to convey the message. Delivery is concerned with the transmission of the message, i.e., volume, rate and articulation.

Each of the four dimensions is rated on a three point scale: 1 is the lowest rating and 3 is the highest rating. A general set of principles underlies the rating scale for all four components. Ratings of 1 reflect speaking skills which are inadequate in meeting the requirements of the task. Ratings of 2 reflect speaking skills which are adequate in meeting the requirements of the task. Ratings of 3 are superior in meeting the requirements of the task.

Individuals who act as raters for the speaking assessment need to take the role of a naive, objective listener. The rater must be naive so that the rater can base his or her rating on exactly what the speaker says. The rater must be careful not to let his or her own knowledge and experience influence the rating. The rater must face each speaker as if it were a new experience. The rater must also be objective so that he or she does not let a particular set of norms of social acceptability influence the rating. The rater must evaluate the speaker in terms of how well the speaker meets the requirements of the speaking task, irrespective of the particular communication style the speaker uses.

CONTENT

The content rating focuses on the specific things which are said. It is concerned with the amount of content related to the task, the relevance of the content to the task and the adaptation of the content to the listener and the situation.

1 = **The content is inadequate in meeting the requirements of the task.**

e.g. The speaker says practically nothing or does not provide enough content to convey meaning.
The speaker includes irrelevant content, or wanders off topic.
The speaker is highly egocentric. The speaker appears to ignore the listener and the situation.

2 = The content is adequate in meeting the requirements of the task.

e.g. The speaker provides enough content to meet the requirements of the task.
The speaker focuses primarily on relevant content. The speaker sticks to the topic.
The speaker adapts the content in a general way to the listener and the situation. The speaker uses words and concepts which are appropriate for the knowledge and experience of the audience. The speaker uses arguments which are adapted to the audience.

3 = The content is superior in meeting the requirements of the task.

e.g. The speaker provides a variety of types of content appropriate for the task, such as generalizations, details, examples and various forms of evidence.
The speaker adapts the content in a specific way to the listener and situation. The speaker takes into account the specific knowledge and experience of the listener, adds explanations as necessary and refers to the listener's experience. The speaker uses arguments which are adapted to the values and motivations of the specific listener.

NOTE: This rating is concerned with content in terms of quantity, relevance and adaptation. It is not concerned with content in terms of accuracy. Concerns with accuracy of content fall outside speaking skills assessment. Also, make sure you are not unconsciously "filling in" content for a speaker because you happen to know something about the speaker's topic. If you add information, this fact should be reflected in your rating. REMEMBER, in this component you are rating the quantity, relevance and adaptation of what the student says, not the accuracy of what the student says.

ORGANIZATION

The organization rating focuses on how the content of the message is structured. It is concerned with sequence and the relationships among the ideas of the message.

1 = The organization is inadequate in meeting the requirements of the task.

e.g. The message is so disorganized that you cannot understand most of the message, or the organization of the message is mixed up; it jumps back and forth.
The organization of the message appears random or rambling.
You have difficulty understanding the sequence and relationships among the ideas in the message. You have to make some assumptions about the sequence and the relationships of ideas.
You cannot put the ideas in the message into an outline.

2 = The organization is adequate in meeting the requirements of the task.

e.g. The message is organized.
You do not have difficulty understanding the sequence and relationships among the ideas in the message. You do not have to make assumptions about the sequence and relationships of ideas.
You can put the ideas in the message into an outline.

3 = The organization is superior in meeting the requirements of the task.

e.g. The message is overtly organized.
The speaker helps you understand the sequence and relationships of ideas by using organizational aids such as announcing the topic, previewing the organization, using transitions and summarizing.

NOTE: **Make sure you are not unconsciously "filling in" organization for a speaker, because you happen to know something about the speaker's topic. If you have to make assumptions about the organization, this fact should be reflected in your rating. REMEMBER, in this component you are rating how the student organizes the message, not what the student says.**

LANGUAGE

The language rating deals with the language which is used to convey the messages. It is concerned with grammar and choice of words.

1 = The language is inadequate in meeting the requirements of the task.

e.g. The grammar and vocabulary are so poor that you cannot understand most of the message.
The speaker has difficulty finding words to express his/her idea(s), uses gestures instead of words to explain, makes many grammatical mistakes, uses very simplistic, bland language, a "restricted code" or a style of communication characterized by simple grammatical structure and abstract vocabulary.

3 = The language is superior in meeting the requirements of the task.

e.g. The speaker makes very few grammatical mistakes.
The speaker uses language in highly effective ways to emphasize or enhance the meaning of the message. As appropriate to the task, the speaker uses a variety of language techniques such as vivid language, emotional language, humour, imagery, metaphor, simile.

NOTE: **In language you may be concerned with students who come from backgrounds where a foreign language or a non-standard form of English is spoken. However, language should be rated with respect to your ability to understand the message, not the social acceptability of the communication style. If a speaker's use of incorrect or non-standard English grammar interferes with your ability to understand the message, this fact should be reflected in your rating. REMEMBER, in this component you are rating how the student conveys the message through language, not what the student says.**

DELIVERY

The delivery rating focuses on the transmission of the message. It is concerned with volume, rate, and articulation. Articulation refers to pronunciation and enunciation. Some examples of poor articulation include mumbling, slurring words, stammering, stuttering and exhibiting disfluencies such as ahs, ums, or "you knows".

1 = The delivery is inadequate in meeting the requirements of the task.

e.g. The volume is so low that you cannot understand most of the message.
The rate is so fast that you cannot understand most of the message.
The pronunciation and enunciation are so unclear that you cannot understand most of the message.

2 = The delivery is adequate in meeting the requirements of the task.

e.g. The volume is not too low or too loud.
The rate is not too fast or too slow. Pauses are not too long or at inappropriate spots.
The pronunciation and enunciation are clear. The speaker exhibits few disfluencies, such as ahs, ums, and "you knows".
You are not distracted by problems in the delivery of the message.
You do not have difficulty understanding the words in the message.

3 = The delivery is <u>superior</u> in meeting the requirements of the task.

e.g The speaker uses delivery to emphasize and enhance the meaning of the message. The speaker delivers the message in a lively, enthusiastic fashion.
The volume varies to add emphasis and interest.
Rate varies and pauses are used to add emphasis and interest.
Pronunciation and enunciation are very clear. The speaker exhibits very few disfluencies such as ahs, ums, or "you knows".

<u>NOTE</u>: In articulation you may be concerned with accent. However, articulation should be rated with respect to your ability to understand the message, not the social acceptability of the accent. One particular accent is not considered better than another. REMEMBER, in this component you are rating how the student speaks, not what the student says.

READING (LEVELS 4-8)

STUDENT: _____ I.D. NO. _____

SCHOOL: _____ TEST ADMINISTRATOR: _____

Circle the appropriate numbers for each level tested - 1 = inadequate 2 = adequate 3 = superior. If student is fluent and no particular strategies can be observed, just (√) fluent reader at appropriate levels.

LEVELS

Cueing Systems	4	5	6	7	8
Grapho-phonic	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Syntactic	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Semantic	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Fluent reader					

LEVELS

Cueing Systems	4	5	6	7	8
Grapho-phonic %	- 5.7 3.4	3.4 11.4 3.4	5.7 18.2 5.7	8.0 18.2 4.5	1.1 13.6 3.4
Syntactic %	1.1 3.4 3.4	2.3 12.5 2.3	8.0 14.8 3.4	4.5 17.0 4.5	2.3 9.1 4.5
Semantic %	1.1 4.5 2.3	1.1 13.6 2.3	6.8 13.6 3.4	5.7 15.9 5.7	5.7 11.4 4.5
Fluent reader	14.8%	33.0%	47.7%	45.5%	36.4%

Circle the appropriate numbers for each level tested - 1 = inadequate 2 = adequate 3 = superior. This is your subjective judgment as to the quality of the students' responses to the questions (aided and unaided).

L E V E L S

Type of questions	4	5	6	7	8
Vocabulary	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Literal	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Interpretive	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Critical reference	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3

L E V E L S

Type of questions		4			5			6			7			8		
Vocabulary	%	-	14.8	8.0	4.5	43.1	12.5	25.0	31.8	20.5	21.6	37.5	15.9	14.8	26.1	12.5
Literal	%	3.4	12.5	6.8	6.8	25.0	18.2	23.9	38.6	14.8	6.8	39.8	27.3	1.1	35.2	17.0
Interpretive	%	8.0	9.1	5.7	14.8	26.1	8.0	20.5	31.8	22.7	5.7	34.1	34.1	5.7	22.7	25.0
Critical reference	%	3.4	11.4	8.0	11.4	25.0	13.6	12.5	34.1	28.4	6.8	26.1	39.8	3.4	20.5	28.4

Please check (√) for each level tested whether the students' reading performance was at Frustration, Instructional, or Independence. To some extent this will be your subjective judgment based on:

Frustration - 5% or more miscues which distort meaning, or has less than 70% comprehension
Instructional - 2% to 5% miscues which distort meaning, and comprehension between 70% and 90%
Independent - fewer than 2% miscues which distort meaning, and 90% plus comprehension

L E V E L S

	4	5	6	7	8
Frustration	3.4%	10.2%	21.6%	12.5%	13.6%
Instructional	4.5%	22.7%	22.7%	23.9%	23.9%
Independent	15.9%	20.5%	22.7%	29.5%	12.5%

COMMENTS: i.e., strengths/weaknesses/reason for performance/overuse of a particular cueing system/other

READING ADMINISTRATION

STEP 1 WORD LIST

Explain task to student.

Select a word list at a level that you feel the student can read fluently. Give the list to the student and ask him/her to read the words out loud (note errors). Repeat at lower or higher levels until you determine the highest level at which the student is able to read 80% of the words fluently.

STEP 2 READING PASSAGES

Explain task to student (taping, your writing, timing, etc.) so student will not be thinking about what you are doing.

Begin at the highest level at which they achieved 80% on the word list. NOTE: passages begin at grade 4 so even the weakest students must start at this level and to insure that students can try at least two levels, start even the best readers no higher than grade 7.

Tell students they will be reading passages both orally and silently and that after they will be asked to tell about what they have read.

STEP 3 Always introduce the selection with the motivating statement which is on the teacher's copy. Do not forget to time how long it takes each student to read and record in seconds. If at all possible, use a stop watch.

TAPE STUDENT'S ORAL READING, THEIR UNCUED RECALL, AND THEIR RESPONSES TO ANY QUESTIONS.

NOTE: Tape is only good for 30 minutes. Be sure to use I.R.I. Tape B if session is likely to exceed 30 minutes.

The examiner should encourage student to try all unknown words or skip and go on but should not supply the word.

After student finishes reading, examiner takes passage away from student and asks student to tell about what he has read or explain what he has read. During this unaided recall, indicate which of the questions the student answers, and the order by writing numbers in sequence in the blank beside the appropriate question.

After unaided recall, ask student the questions not answered in unaided. (Indicate whether response is right (✓) or wrong (X).) Some rewording of questions is acceptable but be careful not to give away the answer.

For the oral reading, code in sufficient information re reading errors to allow you to determine which cueing systems student is using (see cover).

STEP 4 Continue the above steps with further passages.

Stop the test when it is obvious student has reached frustration; either student is answering less than half the questions correctly or is having obvious difficulty with word attack.

STEP 5 Record required information on front cover.

KEY

Possible answers to be supplemented by your common sense!

4 Silent

1. to the river
2. seven
3. eleven
4. watched the boys
5. it was low
6. branches/logs or beaver dam
7. beaver
8. not much water
9. beavers had built a dam keeping water back
10. any logical answer
11. any answer with logical support
12. any answer with logical support

4 Oral

1. in a castle on a hill
2. in a forest at the bottom of the hill
3. a dragon
4. rode horse down path
5. fire/furnace, etc.
6. melting gold/silver to make cups
7. be careful/watch out, etc.
8. fire/fence like teeth, etc.
9. to wander, etc.
10. any answer with logical support
11. any answer with logical support
12. do not jump to conclusions, etc.

5 Silent

1. four
2. feeding and washing family
3. bravest or most unwise
4. rolled away from mother
5. pulled him back
6. afraid people would step on him
7. try to get out of box
8. yellow, etc.
9. to wander, etc.
10. five
11. any answer with logical support
12. any answer that reflects an understanding of Timmy's actions

5 Oral

1. four ways, listed with question
2. nectar
3. walk
4. birds
5. one that prevents flying as cannot walk
6. any answer with logical support
7. various, logical answers

6 Silent

1. 10:15 p.m. or bedtime, etc.
2. playing cards
3. to the dormitory
4. washroom
5. towel and wash kit/things to wash with
6. put on pyjamas/get ready for bed/get in sleeping bag/go to bed, etc.
7. main switch
8. so not to be caught in the dark or reasonable
9. feel their way, etc.
10. just arrived because they do not know the routine or reasonable, supported answer
11. various, logical supported answers
12. various, logical supported answers

6 Oral

1. seeing eye dogs
2. poodle
3. responsibility for master/to disobey
4. go forward or jump ditch, etc.
5. stay still
6. move out of way
7. answer related to responsiblity for master
8. look after welfare, etc.
9. various, logical supported answers
10. various answers which indicate that student understands what areas are dealt with

7. Silent

1. learning to skate or skating
2. move forward and backward
3. to stop
4. turns or jumps or spins
5. success related to going forward
6. likes it/worthwhile, etc, with evidence
7. various, logical supported answers
8. various, logical supported answers
9. various, logical supported answers
10. various, logical supported answers

7 Oral

1. in an office
2. was not worth much with logical reason (reasons could be any of the answers to a,b,c,d literal questions or others)
3. Uncle Jack
4. inherited, etc.
5. did not like to kill with evidence or logical, supported answer
6. various, logical supported answers
7. various, logical supported answers
8. various, logical supported answers
9. various, logical supported answers
10. any age with a logical reason

8 Silent

1. insects
2. 670 000 or reasonable estimate
3. 6 or 7 inches
4. mature in short time, little need for food rapid reproduction, variety of food, methods of offence and/or defence (any of 3)
5. eat greedily, etc.
6. change to suit situation, etc.
7. various, logical supported answers
8. various, logical supported answers
9. various, logical supported answers
10. various, logical supported anwers

8 Oral

1. night porter or reasonable alternate
2. during the day
3. make noise
4. meowed/made noise
5. various logical supported answers
6. distant, etc.
7. awareness, etc.
8. cannot tell from the story
9. various, logical supported answers
10. various, logical supported answers

3.1

___ 1. sweet
___ 2. love
___ 3. church
___ 4. queen
___ 5. different
___ 6. understand
___ 7. mud
___ 8. cave
___ 9. pound
___10. hospital
___11. touch
___12. wide
___13. important
___14. whistle
___15. hitched
___16. finished
___17. lad
___18. stuck
___19. giraffe
___20. princess
___21. moments
___22. decide
___23. finally
___24. leader
___25. sleigh

___ NO. RIGHT

FIFTH

___ 1. bound
___ 2. embers
___ 3. yoke
___ 4. blinked
___ 5. fuel
___ 6. celebrate
___ 7. marvelous
___ 8. bullets
___ 9. mercy
___10. palms
___11. skirted
___12. rifle
___13. pouches
___14. fortune
___15. increasing
___16. widow
___17. miracle
___18. shuddered
___19. shod
___20. equipment
___21. dynamite
___22. jagged
___23. erect
___24. occasion
___25. determined

___ NO. RIGHT

3.2

_____ 1. number
_____ 2. earth
_____ 3. aboard
_____ 4. third
_____ 5. wink
_____ 6. inches
_____ 7. dock
_____ 8. fifteen
_____ 9. shirt
_____10. posts
_____11. died
_____12. iron
_____13. coach
_____14. grain
_____15. possible
_____16. agreed
_____17. husband
_____18. protect
_____19. clever
_____20. arrive
_____21. ashamed
_____22. meant
_____23. tighten
_____24. dwarf
_____25. measured

_____ NO. RIGHT

SIXTH

___ 1. dinosaurs
___ 2. numb
___ 3. burglars
___ 4. lava
___ 5. transportation
___ 6. research
___ 7. drawl
___ 8. glittering
___ 9. surf
___10. embankment
___11. devoted
___12. violent
___13. disgust
___14. scraggly
___15. meshed
___16. purpose
___17. revive
___18. sagebrush
___19. exhausted
___20. cackles
___21. previously
___22. desperate
___23. hearth
___24. cease
___25. photographers

___ NO. RIGHT

FOURTH

___ 1. beam
___ 2. statements
___ 3. stable
___ 4. peace
___ 5. target
___ 6. tease
___ 7. single
___ 8. waist
___ 9. level
___10. coast
___11. settlement
___12. impossible
___13. enormous
___14. reins
___15. election
___16. damaged
___17. whimper
___18. grief
___19. bellowing
___20. crouch
___21. rescue
___22. trials
___23. monument
___24. differences
___25. condition

___ NO. RIGHT

SEVENTH

___ 1. subside
___ 2. droll
___ 3. cartridges
___ 4. robust
___ 5. schooner
___ 6. furtive
___ 7. reproachful
___ 8. monotone
___ 9. lateral
___10. exploit
___11. curlew
___12. irrigation
___13. unwittingly
___14. cremation
___15. spontaneous
___16. yacht
___17. vetoed
___18. prodigy
___19. anchorage
___20. massacre
___21. competently
___22. potential
___23. ravenously
___24. phosphorescent
___25. mesquite

___ NO. RIGHT

The tape is on all the time except for silent reading. (This passage appears as page 1 of student's copy.)

Level 4 Silent

MOTIVATION: This story is about some boys who go for a walk. They notice something strange. Read it to yourself to find out what it was.

Davy and Ivan liked to go to the river. They took Rover, their dog, to keep them company. Davy and Ivan were only seven years old, but Rover was eleven. Rover knew about the dangers of the river, and he watched them as they walked along.

The water was very low, and they couldn't understand why. They went up the trail beside the river. Rover began barking and running along the river bank. Davy and Ivan saw that only a little water was coming down the river because there were branches of trees and logs stopping it. A beaver had built a dam across the river. Rover was barking at the beaver. Davy and Ivan did not know how one small beaver could stop a river. It made them think that even a small worker can do something if he works like a beaver.

Unaided response was: ☐ poorly organized; ☐ adequately organized; ☐ well organized.

____ 1. Where did Davy and Ivan like to go? (L)

____ 2. How old were Davy and Ivan? (L)

____ 3. How old was Rover? (L)

____ 4. What did Rover do as the boys walked along? (L)

____ 5. What did Davy, Ivan and Rover notice about the river? (L)

____ 6. What was across the river stopping the water? (L)

____ 7. What was Rover barking at? (L)

____ 8. What do they mean when they say the river is "low"? (Voc.)

____ 9. Why was the river low? (Interpretation)

____ 10. Why did this experience make them think that even a small worker can do something if he works hard? (Interpretation)

____ 11. Do you think that Rover was a good pet for Davy and Ivan? Why? Why not? (Critical-Reflective)

____ 12. What kind of feelings do you think Rover had during that walk along the river? Why? (Critical-Reflective)

(This passage appears as page 2 of student's copy.)

Level 4 Oral

MOTIVATION: This story is about a Knight called Sir Keith. Read it out loud to find out about his adventure.

Long ago Sir Keith lived in a large castle on a hill. At the bottom of the hill was a dark forest. A path went winding through the forest, but everyone was afraid to walk on it. One man went half way down the path and came running back crying, "Beware of the dragon! Beware of the dragon!"

He told Sir Keith that in the middle of the forest he had seen a huge dragon with fire coming out of its mouth. The dragon's teeth were as sharp as knives. Anyone who went on the path would meet death.

Sir Keith put on his helmet and his sword. He rode his white horse down the forest path. In the middle of the forest he saw a fire. It was coming from a furnace with a fence around it that looked like sharp teeth. A little man was looking after the fire. "I am melting gold and silver to make cups for all the new babies," he told Sir Keith.

Sir Keith said that most things are not really so bad as they may appear, if you learn the truth about them.

TIME:_____

Unaided response was: ☐ poorly organized; ☐ adequately organized; ☐ well organized.

____ 1. Where did Sir Keith live? (L)

____ 2. Where was the path? (L)

____ 3. What did one man say was on the path? (L)

____ 4. What did Sir Keith do then? (L)

____ 5. What did Sir Keith see? (L)

____ 6. What was the little man doing with the furnace? (L)

____ 7. What does the word "beware" mean? (Vocabulary)

____ 8. Why was the furnace mistaken for a dragon? (Interpretive)

____ 9. Why is it important to learn the truth about things? (Interpretive)

____ 10. What do you think of the man who said he had seen a dragon? Why? (Critical-Reflective)

____ 11. Which person in this story would you most like to be like? Why? (Critical-Reflective)

____ 12. What does this story teach us? (Interpretive)

(This passage appears as page 3 of the student's copy.)

Level 5 Silent

MOTIVATION: Read this story to yourself to find out what kind of a kitten Timmy is.

Timmy was a tiny, tiger kitten. He had four brother and sister kittens, so his mother was kept busy feeding and washing her family. Timmy was the bravest kitten, or maybe, he was the most unwise kitten. He couldn't even see yet when he managed to tumble and roll so far away that his mother had to pull him back to her warm corner. "This bed is the safest place for you," said Mother Cat as she pulled Timmy back for the fourth or fifth time. "Stay here with your brothers and sisters until you can see the feet of the grown-ups who walk past."

But Timmy still liked to roam. When he could open his little eyes and walk more steadily on his little feet, he would go to the far corner of his box and try to get out.

TIME:_____

Unaided response was: ☐ poorly organized; ☐ adequately organized; ☐ well organized.

_____ 1. How many brothers and sisters did Timmy have? (L)

_____ 2. What kept Timmy's mother busy? (L)

_____ 3. How was Timmy described in the story? (L)

_____ 4. What did Timmy do that his mother did not want him to do? (L)

_____ 5. What did his mother do when he moved away from her? (L)

_____ 6. Why did Timmy's mother want him to stay in the box? (Interpretive)

_____ 7. What did Timmy do once his eyes opened? (L)

_____ 8. Timmy was a "tiger kitten". What color was Timmy? (Vocabulary)

_____ 9. What does the word "roam" mean? (Vocabulary)

_____ 10. In total, how many kittens were there? (Interpretive)

_____ 11. Do you think Timmy was brave or unwise? Why? (Critical-Reflective)

_____ 12. Can you think of a time when you behaved like Timmy? Describe it. (Critical-Reflective)

(This passage appears as page 4 of the student's copy.)

Level 5 Oral

MOTIVATION: Read this passage out loud to find out about the humming-bird.

The humming-bird is one of the most remarkable of all birds. Besides being the smallest member of the feathered kingdom, it can do many strange things other birds cannot do. It can stand still in the air by means of its rapidly moving wings. It stands still in the air while it feeds upon the nectar in the very bottom of the flower cup. After drinking the nectar, the humming-bird does something else no other bird can do - it flies backward to pull its beak out of the flower. It is also marvellously swift in the air. On short dashes, it may well be considered the swiftest of living creatures. The humming-bird cannot do one thing, however, and that is walk on the ground as other birds do. On the wing, though, it has no equal among the the other creatures.

TIME:_____

Unaided response was: ☐ poorly organized; ☐ adequately organized; ☐ well organized.

1. In what ways is the humming-bird remarkable?

   _____ It is the smallest member of the feathered kingdom. (L)

   _____ It can stand still in the air. (L)

   _____ It can fly backward. (L)

   _____ It is very swift for short distances. (L)

_____ 2. What does the humming-bird eat? (L)

_____ 3. What can the humming-bird not do? (L)

_____ 4. What is meant by "the feathered kingdom"? (Vocabulary)

_____ 5. What kind of injury would put the humming-bird in the greatest danger? (Interpretive)

_____ 6. The author says that "on the wing....it has no equal among the other creatures". Do you agree with this? Why? Why not? (Critical-Reflective)

_____ 7. Does this passage give complete information about the humming-bird? What else would you like to know? (Critical-Reflective)

(This passage appears as page 5 of the student's copy.)

Level 6 Silent

MOTIVATION: Read this selection to yourself to discover what bedtime in a youth hostel is like. Explain that a youth hostel is a place where young travellers can sleep.

It is quarter past ten now, so I am thinking about going to bed. I glance across at my brother, but he is in the middle of a game of cards. I put down my magazine and go quietly out of the room and up the stairs to the dormitory. I collect my towel and wash kit from my saddle bag and go into the washroom. After a good wash, I return to the dormitory, change into my pyjamas and slip into my sleeping bag, just as my brother and several others enter the room.

"Hurry up," says one, "the warden here does the 'lights out' with the main switch!" There is a rush for the washroom. A couple of minutes later we are plunged in darkness. One by one the late washers grope their way to bed!

TIME:_____

Unaided response was: ☐ poorly organized; ☐ adequately organized; ☐ well organized.

_____ 1. At what time does the story begin? (L)

_____ 2. What is the author's brother doing? (L)

_____ 3. Where does the author go first? (L)

_____ 4. Where does he go next? (L)

_____ 5. What does he take with him to the washroom? (L)

_____ 6. What does he do on returning to the dormitory? (L)

_____ 7. How does the warden turn out the lights? (L)

_____ 8. Why do the other boys rush for the washroom? (Interpretive)

_____ 9. What is meant by the word "grope" in this story? (Vocabulary)

_____ 10. How long do you think the author and his brother have been staying at this place? Why? (Interpretive)

_____ 11. Would you like to stay at this place? Why? (Critical-Reflective)

_____ 12. How would you have felt had you been one of those who had to grope his way to bed in the dark? (Critical-Reflective)

(This passage appears as page 6 of the student's copy.)

Level 6 Oral

MOTIVATION: Read this selection out loud to learn about a particular kind of dog.

Some dogs can simply never be trained for Seeing Eye work. The Poodle is one. He can be taught everything a guide must know except one thing - responsibility for his master. Let a Poodle bring his blind master to the edge of a hole or ditch, and the dog will not disobey the order to go forward, or try to lead his master around the danger. He will do what is ordered - and jump it.

It has often been asked if Seeing Eye dogs actually realize that their masters cannot see. Instructors well know that the dogs do recognize the blind. Sprawled in the recreation room, the dogs do not change position when a sighted person steps close to them. But let a blind person approach, and they pull their paws to safety or silently find another spot.

TIME:_____

Unaided response was: ☐ poorly organized; ☐ adequately organized; ☐ well organized.

_____ 1. What is this article about? (L)

_____ 2. What kind of dog cannot be trained as a Seeing Eye dog? (L)

_____ 3. What one thing can a Poodle not be taught? (L)

_____ 4. When a Poodle leads his blind master to a ditch and is ordered to go forward, what will he do? (L)

_____ 5. What do Seeing Eye dogs do when approached by a person who can see? (L)

_____ 6. What do they do when approached by a blind person? (L)

_____ 7. Why must a Seeing Eye dog sometimes disobey his master? (Interpretive)

_____ 8. What does "responsibility for his master" mean? (Vocabulary)

_____ 9. What do you think is the author's opinion of Seeing Eye dogs? Why? (Interpretive)

_____ 10. Is this a complete description of Seeing Eye dogs? What else would you like to know? (Critical-Reflective)

(This passage appears as page 7 of the student's copy.)

Level 7 Silent

MOTIVATION: Read the following passage to yourself to find what one author thinks about a particular activity.

You won't glide like an expert at first, of course. However, it won't take long to enjoy the thrill of ice skating. First you will learn the motion forward and backward. Then you will learn the stops. As you progress, you will want to try the turns - then jumps and spins. Each new trick will feel like a challenge, and each one you accomplish will feel like a great achievement, even though we all know the more advanced a skater you become, the more difficult tricks you have to learn. Each step makes the next one easier. Ice skating is a challenge that offers great satisfaction and achievement.

TIME:_____

Unaided response was: ☐ poorly organized; ☐ adequately organized; ☐ well organized.

_____ 1. What is this article about? (L)

_____ 2. What does the skater learn to do first? (L)

_____ 3. What is learned next? (L)

_____ 4. What might one try next? (L)

_____ 5. In one sense the word "progress" and the word "achievement" have similar meanings. Explain. (Vocabulary)

_____ 6. What is the author's attitude to skating? How do you know? (Interpretive)

_____ 7. What do you think is the author's purpose in writing this article? (Interpretive)

_____ 8. How does the author attempt to convince the reader that ice skating is a worthwhile activity? (Critical-Reflective)

_____ 9. Does this article give the impression that learning to skate is easy? Why? Why not? (Interpretive)

_____ 10. Do you think this is a good description of learning to skate? Why? Why not? (Critical-Reflective)

(This passage appears as page 8 of the student's copy.)

Level 7 Oral

MOTIVATION: Read this story out loud to determine how two children felt about their father.

Our father, Atticus, didn't do anything. He worked in an office, not in a drugstore. Atticus did not drive a dump truck for the county, he was not the sherrif, he did not farm, work in a garage, or do anything that could possibly arouse the admiration of anyone.

Besides that, he wore glasses. He was nearly blind in his left eye, and said left eyes were the tribal curse of the Finches. Whenever he wanted to see something well, he turned his head and looked from his right eye.

He did not do the thing our schoolmates' fathers did; he never went hunting, he did not play poker or fish or drink or smoke. He sat in the livingroom and read.

When he gave us our air-rifles, Atticus wouldn't teach us to shoot. Uncle Jack instructed us in the rudiments thereof; he said Atticus wasn't interested in guns. Atticus said to Jem one day, "I'd rather you shot at tin cans in the back yard, but I know you'll go after birds. Shoot all the bluejays you want, if you can hit 'em, but remember it's a sin to kill to a mockingbird ."

TIME:_____

Unaided response was: ☐ poorly organized; ☐ adequately organized; ☐ well organized.

____ 1. Where did Atticus work? (L)

____ 2. How did the children feel about their father? Why? (Interpretive)

_____a) occupations he didn't do (any 2) (L)
_____b) appearance (glasses, etc.) (any 2) (L)
_____c) didn't act like schoolmates' fathers (any 2 ways) (L)
_____d) didn't teach them to shoot (L)

____ 3. Who taught the children to shoot? (L)

____ 4. Atticus described his poor eyesight as a "tribal curse of the Finches". What did he mean? (Vocabulary)

____ 5. Why do you think Atticus wasn't interested in guns? (Interpretive)

____ 6. Do you think the children should have been ashamed of Atticus? Why? Why not? (Critical-Reflective)

____ 7. How do you think the children feel about their Uncle Jack? Why? (Interpretive)

____ 8. Do you think this (reason in #7) was a good enough reason for respecting their Uncle more than their father? Why? (Critical-Reflective)

____ 9. How do you think their father would have reacted if the children had shot a mockingbird? (Creative-Reflective)

____ 10. How old do you think the children were and why? (Interpretive)

(This passage appears as page 9 of the student's copy)

Level 8 Silent

MOTIVATION: Read this passage to yourself to learn about an interesting group of creatures.

Of all the creatures that inhabit the earth the insects are the most numerous. Not only is their total number overwhelming, but the different species of insects alone reach the staggering sum of about 670,000. It is true that most of these animals are small - the largest may reach a wingspan of six or seven inches. But what the insects lack in size they make up for both in number and in the ability to adapt to their environments.

Insects mature in a short time, with little need for food. Also, they reproduce in tremendous numbers and possess the ability as a group to devour all kinds of plant and animal food. Add to this their incredible methods of offense and defense, and it is small wonder that many scientists think that the insects may someday control the world.

TIME:_____

Unaided response was: ☐ poorly organized; ☐ adequately organized; ☐ well organized.

____ 1. What is this article about? (L)

____ 2. About how many different species of insects are there? (L)

____ 3. How wide is the wing span of the largest insects? (L)

____ 4. Can you name some ways in which insects adapt to their environments? (L)

_____ Can you think of another way? (L)

_____ Can you think of another way? (L)

____ 5. What does the word "devour" mean? (Vocabulary)

____ 6. What do the words "adapt to their environments" mean? (Vocabulary)

____ 7. What do you think was the author's purpose in writing this article? Why? (Interpretive)

____ 8. Is this a complete description of insects? What else might you want to know? (Critical-Reflective)

____ 9. Do you agree with the scientists who think that "insects may someday control the world"? Why? Why not? (Critical-Reflective)

____ 10. Why does the author think that insects' ability to mature in a short time will help insure their survival? (Interpretive)

(This passage appears as page 10 of the student's copy.)

Level 8 Oral

MOTIVATION: Does noise bother you? Read this passage out loud to find out how one father reacted to noise.

It was when we moved to this tenement house that the personality of my father first came fully into the orbit of my concern. He worked as a night porter in a Beale Street drugstore and he became important and forbidding to me only when I learned that I could not make noise when he was asleep in the daytime. He was the law-giver of our family and I never laughed in his presence. I used to lurk timidly in the kitchen doorway and watch his huge body sitting slumped at the table. I stared at him with awe as he gulped his beer from a tin bucket, as he ate long and heavily, sighed, belched, closed his eyes to nod on a stuffed belly. He was quite fat and his bloated stomach always lapped over his belt. He was always a stranger to me, always somehow alien and remote.

One morning my brother and I, while playing in the rear of our flat, found a stray kitten that set up a loud, persistent meowing. We fed it some scraps of food and gave it water, but it still meowed. My father, clad in his underwear, stumbled sleepily to the back door and demanded that we keep quiet. We told him that it was the kitten that was making the noise and he ordered us to drive it away. We tried to make the kitten leave, but it would not budge. My father took a hand.

TIME:_____

Unaided response was: ☐ poorly organized; ☐ adequately organized; ☐ well organized.

_____ 1. What kind of work did the author's father do? (L)

_____ 2. When did the father sleep? (L)

_____ 3. What could the author not do while the father slept? (L)

_____ 4. What did the kitten do to anger the father? (L)

_____ 5. What do you think the father did when he "took a hand"? Why? (Interpretive)

_____ 6. The author said he though his father was "remote". What did he mean by that? (Vocabulary)

_____ 7. What is meant by the words "orbit of my concern"? (Vocabulary)

_____ 8. Is the author a boy or a girl? Explain. (Interpretive)

_____ 9. Do you think the author should have been afraid of this father? Explain. (Critical-Reflective)

_____ 10. How does the author attempt to make the reader dislike the father? (Critical-Reflective)

APPENDIX C

COMPARISON RESULTS, 1980-1985

Reading - Comparison Results - Grade 3

Subtest	Mean 1985	Mean 1980	No. Items	S.E.* 1985	S.E.* 1980	Z
II	9.04	7.72	9	0.61	0.039	13.58
III	16.27	13.94	19	1.15	0.094	12.12
IV	6.03	5.22	7	0.39	0.042	11.47
V	1.03	0.90	1	0.06	0.008	11.02
VI	0.49	0.41	1	0.03	0.013	5.13
Total:	32.82	28.19	37	2.23	0.164	12.71
Cloze	16.08	13.76	20	1.00	0.138	11.59

No. of Students 1980: 1556
1985: 959 d.f.= 34

Items used from 1980 test:
Subtest I: Q 27,28,38
Subtest II: Q 29,29,30,55-57
Subtest III: Q 31,32,51-53,58-60
Subtest IV: Q 18,21-24,33-36,54,61-64
Subtest V: Q 19,25,26,37,39,40
Subtest VI: Q 15-17
Subtest Cloze: Q 101-125

Reading - Comparison Results - Grade 6

Subtest	Mean 1985	Mean 1980	No. Items	S.E.* 1985	S.E.* 1980	Z
II	2.36	2.42	3	0.09	0.02	- 2.6
III	11.61	11.56	18	.50	0.093	0.43
IV	8.77	9.84	14	.36	0.072	-12.23
V	4.67	5.38	8	.24	0.053	-11.38
VI	3.87	4.28	6	.20	0.036	- 8.2
Total:	31.28	33.48	49	1.37	.232	- 7.33
Cloze	14.15	15.62	35	.70	0.123	- 9.38

No. of Students 1980: 1528
1985: 888 d.f.= 31

Items used from 1980 test:

Subtest II: Q 16-18
Subtest III: Q 19,26,31,32,34,36,54,58-60,69-71,73,74,79-81
Subtest IV: Q 22,25,38,41,42,45,55,56,61,62,75-78
Subtest V: Q 24,39,43,44,47,57,63,72
Subtest VI: Q 27,33,37,48,49,29
Subtest Cloze: Q 101-135

* S.E. = standard error of the mean

Reading - Comparison Results - Grade 9

Subtest	Mean 1985	Mean 1980	No. Items	S.E.* 1985	S.E.* 1980	Z
I	2.69	2.47	3	0.09	0.019	9.91
II	4.21	3.70	6	0.16	0.034	12.85
III	6.85	6.07	8	0.20	0.045	15.09
IV	11.65	10.22	14	0.37	0.077	15.82
V	4.45	3.96	6	0.17	0.037	11.42
VI	2.69	2.50	3	0.06	0.016	10.73
Total:	32.53	28.91	40	1.03	0.172	16.64
Cloze	12.20	10.42	25	0.35	0.083	18.90

No. of Students 1980: 1546
1985: 1107 d.f.= 27

Items used from 1980 test:
Subtest II: Q 41-49
Subtest III: Q 50-55,58,64,65,68,76,77,79,80,83,85-88
Subtest IV: Q 63,69,74,75,78,84,89
Subtest V: Q 56
Subtest VI: Q 57
Subtest Cloze: Q 101-120

* S.E. = standard error of the mean

Reading - Comparison Results - Grade 12 - English 300

Subtest	Mean 1985	Mean 1980	No. Items	S.E.* 1985	S.E.* 1980	Z
II	6.16	6.49	9	0.26	0.06	- 4.50
III	2.99	3.15	4	0.10	0.04	- 3.74
IV	7.73	8.04	10	0.28	0.07	- 3.72
V	2.78	3.05	5	0.09	0.05	- 5.24
VI	2.94	3.17	4	0.12	0.04	- 5.20
Total:	22.59	23.90	32	0.80	0.17	- 6.11
Cloze	21.80	24.76	50	0.75	1.9	-1.58

Reading - Comparison Results - Grade 12 - English 301

Subtest	Mean 1985	Mean 1980	No. Items	S.D.* 1985	S.D.* 1980	Z
II	4.07	5.39	9	0.37	0.09	-11.44
III	2.02	2.69	4	0.20	0.05	-10.60
IV	4.82	6.47	10	0.41	1.08	- 1.56
V	1.74	2.53	5	0.18	0.07	-10.21
VI	2.18	2.86	4	0.18	0.05	-11.18
Total:	14.83	19.94	32	1.31	0.24	-14.53
Cloze	13.31	20.9	50	1.26	0.30	19.61

No. of Students 1980: 981 English 300 = 557, English 301 = 337
1985: 603 English 300 = 329 d.f.= 16
English 301 = 267 d.f.= 14

Items used from 1980 test:
Subtest II: Q 13-16,25,44-47
Subtest III: Q 18,36,48,63
Subtest IV: Q 4,17,19-22,37,49,50,64
Subtest V: Q 3,23,24,51,65
Subtest VI: Q 5-8
Subtest Cloze: Q 101-150

* S.E. = standard error of the mean

APPENDIX D

INTERPRETATION PANEL RATINGS

READING ASSESSMENT PROGRAM 1985

Grade 3

	Adequate	Desirable	Actual	Rating
Meaning Vocabulary	69	83	80	Very Satisfactory
Literal Comprehension	71	84	75	Very Satisfactory
Interpretation	74	87	72	Satisfactory
Critical-Reflective	73	84	42	Unsatisfactory
Study Skills	73	85	73	Satisfactory

Grade 6

Meaning Vocabulary	63	74	55	Marginal
Literal Comprehension	66	76	75	Very Satisfactory
Interpretation	61	72	53	Marginal
Critical-Reflective	63	72	62	Satisfactory
Study Skills	64	74	58	Marginal

Grade 9

Meaning Vocabulary	75	88	78	Satisfactory
Literal Comprehension	76	88	66	Unsatisfactory
Interpretation	72	86	67	Marginal
Critical-Reflective	73	85	51	Unsatisfactory
Study Skills	81	92	84	Satisfactory

Grade 12 (both 300 & 301)

Meaning Vocabulary	76	90	67	Marginal
Literal Comprehension	79	93	72	Satisfactory/ Marginal
Interpretation	71	86	71	Satisfactory
Critical-Reflective	76	93	68	Marginal